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ABSTRACT

The National Association for Bilingual Education (NABE) newsletter is published 8 times a year in order to help NABE fulfill its mission of addressing the educational needs of language-minority Americans. Topics such as educational reform, bilingual education, bilingualism, indigenous bilingual education, second language teaching (theory and practice), and other topics related to the mission of the organization are covered. Also regularly featured are book reviews, announcements of upcoming conferences and calls for papers, noteworthy events and news in the bilingual education field, and membership information. Issues highlighted in volume 23 include the following: teachers as researchers, structured immersion programs, SAT-9 scores, California Proposition 227, multiple intelligences, a summary of Title IX, transforming the culture of schools, professional development for school reform, the state of heritage languages in 2000, federal funding for Title VII in fiscal year 2000, networking, capitalizing on diversity, the status of education legislation, learning styles, efforts to eliminate the digital divide, effective teaching practices, and the influence of family structure factors. (KFT)

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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

Volume 23, Numbers 1-8 1999-2000

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September 15, 1999 · Volume 23, Number 1

NABE News

The news magazine about educational equity and excellence through bilingual education

NABE Members Urged to Move Beyond Rhetoric on Education Reform

by Patricia Loera, Esq.

Recent polls show that the American people support using the federal budget surplus for education over any other purpose. Many members of Congress have gone on record supporting "education reform." The target of their reform is often the more than 40 programs contained in the Reauthorization of the Elementary and Secondary Education Act (ESEA) that receive funding in excess of $12 billion.

The proposed ESEA, the cornerstone of Federal aid to elementary and secondary schools, during the 106th Congress makes it particularly important that we examine the various proposals and whether they further our ultimate goal of ensuring that every child in America has equal access to a world-class education. Some of the proposals being discussed may sound innovative and promising. After all, who could be against giving parents more say about their children's education or ensuring federal dollars make their way into the classroom. Upon closer scrutiny, however, the proposals may not achieve what they purport. NABE has examined two major issues — block granting the ESEA and encouraging "school choice" by creating federally sponsored vouchers; following sections describe weaknesses in their proposals.

Block Grants

Under the pretext of sending federal dollars directly to the classroom and promoting "local control" many in Congress have proposed block granting the majority of the programs authorized under the ESEA.

CONTINUED ON PAGE 33

NABE Executive Board Meets

Elects Officers, Sets Agenda

The 1999 - 2000 NABE Executive Board held its first meeting in San Francisco, CA on July 30 – August 1, 1999. At the meeting, the reconstituted Board — including re-elected Member-at-Large, Susan Garcia — officially welcomed NABE's new Executive Director, Delia Pompa, and newly elected NABE Executive Board Member-at-Large, Susan Pien Hsu. The Board also selected its new officers and discussed NABE's goals and priorities for the coming years.

The entire Board was sworn-in at a ceremony on Friday evening, presided over by Dr. Santiago Wood, Superintendent of California's San Jose Independent School District. Upon administering the oath of office to Board members, Dr. Wood commended them on their commitment to our nation's children and underscored the importance of the mission with which NABE Executive Board Members are charged. The Board took the words to heart, and its collective resolve, to ensure equity and promote excellence for our children strengthened, set upon completing the guiding plan for what many of its members described as "NABE's most crucial and promising years yet."

New Board Officers

Having set groundwork for "a new NABE" during the last two years, Josefina Villamil Tinajero from the University of Texas at El Paso was tapped by her peers, once again, to preside over the NABE board for the third year in a row. Joining her are Vice President: Mary Jew of California; Secretary: Joel Gomez of Wash-

CONTINUED ON PAGE 34

ISSUE HIGHLIGHTS

Teachers-as-Researchers 9
Structured Immersion Falls Short 13
Bilingual ED in the *News* 25

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All articles printed in ***NABE NEWS***, unless written by an Association staff person or a member of the current NABE Executive Board of Directors, are solely the opinion of the author or authors, and do not represent the official policy or position of the National Association for Bilingual Education. Selection of articles for inclusion in ***NABE NEWS*** is not an official endorsement by NABE of the point(s) of view expressed therein.

TABLE OF CONTENTS

NABE Education Reform 1
President's Msg 3
Executive Director's Msg 3
Book Review 5
Upcoming Events 8
Technology and Language 9
Theory and Practice 13
Bilingual Research Journal 14
2000 Writing Contest 17
Indigenous Bilingual Ed. 19
NABE Products Order Form ... 20
Asian/Pacific Amer. Ed. 23
Bilingual ED in the News 28
Teacher of the Year 29
News from SIGs 31
NABE '99 Tapes 37
BJR Subscription Form 38
Membership Application 39

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Message from the President

Take Up Your Pen and Write!

by Dr. Josefina Villamil Tinajero

In 1776 these United States started a revolution to become a nation no longer bound to a mother land. In 1968, 192 years later, these United States started another revolution — to become a nation that recognized the multiplicity of mother tongues of its people.

In that year, President Lyndon B. Johnson signed into law Title VII (The Bilingual Education Act). This act of Congress promoted instruction in the native tongue while children learned English. For the first time in the history of the U. S., the Federal Government funded programs that increased overall academic success and improved English language proficiency. Although the focus of the federal support was explicitly compensatory in nature and initially had as its goal transitioning children into English, the U. S. government signaled its first commitment to addressing the needs of students with limited English skills. The new Title VII of ESEA authorized resources to support educational programs, to train teachers and aides, to develop and disseminate instructional materials, and to encourage parental involvement.

Since its passage in 1968, the Bilingual Education Act has come up for reauthorization about every five years. The current ESEA expires on September 30, 1999. It now appears that there is yet another revolution — one to undo the gains of 1968. The new legislation, when passed by Congress and signed into law, will reauthorize federal elementary and secondary education programs for five years. NABE is concerned that the bill can be interpreted as a shift in policy from ensuring LEP students achieve academically while they learn English to learning English as quickly as possible. In addition, the bill does not include new language which would promote two-way bilingual programs leading to bilingualism and biliteracy for all children.

Continued on page 4

Message from the Executive Director

Parent Centers Can Inform Parents' Actions

by Delia Pompa

The upcoming reauthorization process will take us, once again, through many of the old battles. Once again, we'll argue from a pedagogically defensible position that learning English is not accomplished on the same schedule by all children. Once again, we'll argue for schools to be held accountable for learning at the highest levels for all children — including limited English proficient children.

One of the surest ways that we can hold schools accountable is by empowering parents to act as advocates for their own children. In the case of language-minority parents, empowering them often begins with providing them with information about how schools and laws work. Information can be the strongest tool at their disposal in making the system work to benefit their children. Schools have the responsibility to both ensure that parents know what options are available to their to children and to facilitate communication about curriculum, standards, instruction, assessment, and school policies.

The last reauthorization established provisions for meaningful parent participation through Title I. However, the full promise of the law has not materialized. Most parents of children in Title I schools have little or no idea of the policies in place for supporting student achievement. This is particularly true for parents with limited proficiency in English.

In this year's reauthorization proposal, NABE recommends the creation of Parent Training and Information Centers based on the model established in the Individuals with Disabilities Education Act.

Continued on page 21

Message from the President

CONTINUED FROM PAGE 3

At its last meeting, the NABE Executive Board took a position on a number of key issues with respect to the reauthorization of the Elementary and Secondary Education Act (ESEA). I would like to share the Board's position on some of these important issues. The following are the Board's positions adopted with respect to Title VII and Title I of the ESEA:

Against Time Limits on Language Support Services

Nearly forty years of investigations (for reviews, see Cummins, 1976; McLaughlin, 1978; Diaz, 1983, 1989; Genesee, 1987; Hakuta and Diaz, 1985; Ovando and Collier,1998; August and Hakuta, 1998) have provided evidence that bilingualism is associated with high levels of cognitive attainment and as such does not interfere with either language proficiency or cognitive development. Setting time limits would also intrude on the school districts' ability to tailor educational programs to serve the needs of the diverse LEP student population. LEP students come to schools with diverse needs and at different levels with respect to English language proficiency, literacy skills, and academic preparation.

Thus, a policy based on a three-year limit deprives our students of the opportunity to participate in programs of excellence. A pedagogically arbitrary, and ill-grounded time limit for LEP students would significantly reduce the quality of innovative, comprehensive, and successful programs, including two-way programs. It would maintain, if not exacerbate, the very problem which we are attempting to resolve nationally: the underachievement in the academic and language levels of LEP students. LET YOUR REPRESENTATIVES KNOW WHERE YOU STAND ON THIS ISSUE.

For Testing for Program Accountability

NABE supports LEP students making annual progress in acquiring the English language and measuring their progress through annual language proficiency exams. NABE further supports the appropriate inclusion of LEP students in State accountability systems. LEP students traditionally have been "excused" or "exempted" from education accountability systems, despite the explicit requirements of the Improving America's School Act. Failing to include LEP students in accountability systems can lead schools to ignore their educational needs. Thus, NABE supports testing LEP students who have been in U. S. schools for three consecutive years in language arts with tests written in English for program accountability purposes. All other tests must be administered in the language and form most likely to yield accurate and valid results for LEP students. LET YOUR REPRESENTATIVES KNOW WHERE YOU STAND.

For Parents' Right to Choose

NABE supports parents and their right to make important decisions about their children's education. Thus, NABE unequivocally supports the right of parents to "opt-out" (as opposed to opt-in) of bilingual programs as provided in Section 7502 (b) of Title VII. Parents also have the right to be accurately and consistently informed about programs in a language that they understand. LET YOUR REPRESENTATIVES KNOW WHERE YOU STAND.

For Qualified Teachers as the Primary Instructors

NABE strongly favors continued improvement in the quality of instruction and recognizes the key role played by highly qualified bilingual educators in the success of LEP students. NABE is concerned that many instructional aides are the primary instructors for LEP children. While aides provide critical and valuable communication services to LEP students, too often, school districts may purposely or inadvertently shirk their responsibility to ensure that LEP students are taught by qualified teachers by using instructional aides. Therefore, NABE supports the use of only highly qualified and certified bilingual/ESL teachers in federally funded bilingual education programs. To ensure LEP children are able to communicate with teachers who only speak English, NABE supports the use of instructional aides for non-instructional communication purposes so long as they are enrolled in a career ladder program leading to certification. LET YOUR REPRESENTATIVES KNOW WHERE YOU STAND.

Against Restricting the Role of the Office for Civil Rights

NABE recognizes the importance of the U.S. Department of Education's Office for Civil Rights (OCR) in ensuring meaningful educational opportunities for LEP students as delineated by the U. S. Supreme Court case, *Lau v. Nichols*. Therefore, NABE strongly opposes any effort to restrict the authority of OCR and/or the validity of the standing voluntary compliance agreements entered into by OCR and individual school districts. LET YOUR REPRESENTATIVES KNOW WHERE YOU STAND.

For Parent Training and Information Centers

NABE strongly supports increased parental participation in programs serving LEP students. As such, we strongly support the creation of parent training and information centers. NABE believes it is the responsibility of the schools to ensure that parents know what options are available regarding their children's program of study. It is also the responsibility of the schools to provide parents with infor-

CONTINUED ON PAGE 21

NABE NEWS Book Reviews

Column Editor: Dr. Beti Leone, Fresno Unified School District, Fresno, CA

The Inner World of the Immigrant Child

Reviewed by Beth Kryst

The Inner World of the Immigrant Child describes the significant experiences one teacher encountered while learning how to effectively teach the immigrant children in her classroom. The author, Cristina Igoa, was an immigrant child herself, so she draws upon her own experiences, as well as the experiences of her students, when developing the academic curriculum and social climate in her classroom. She believes in talking with the children to learn who they are, where they are from, and what kind of opportunities for schooling they have received. She uses this information to design her curriculum which [illegible] made up of three components: cultural, academic, and psychological interventions which she refers to as CAP. The goals of CAP are to facilitate learning while maintaining the importance of each child's culture. She feels that there is much a teacher can do to help children feel empowered and motivated to learn. In her book, she outlines her theories while explaining the methods she has designed and successfully implemented in her own classrooms.

Igoa points out that immigrant children are children who have been uprooted from their own cultural environment and who need to be guided not to "fling themselves overboard in their encounter with a new culture." The program she designed and explains in this book is meant to be used in conjunction with educational programs that are already at work in school. Four important points are stressed throughout this book: 1) the importance of listening to children; 2) the importance of the feeling of having roots; 3) the importance of understanding cultures; and 4) the importance of belonging. Another important point that the author makes is that all of the information contained in this book can be applied in all public school settings, in one form or another.

Needs and Feelings

The first part of the book is entitled "Understanding the Needs and Feelings of Immigrant Children" and is divided into three chapters. The first important topic discussed is the need to allow immigrant children time to go through the silent stage of acculturation. The first chapter is devoted to an explanation and rationale for this need and provides examples of children who have experienced culture shock. The author states the importance of letting children express themselves without fear of being judged as inadequate and unworthy of participating and succeeding in school. Often times immigrant children remain silent while they learn to read, then write in English. Once they have acquired these skills, they can begin to orally express themselves. Storytelling is mentioned as:

> the international language of all ages, of all races and cultures. The universal themes found in good literature give children a sense of solidarity with all people. They transcend cultural attitudes.

This reinforces the idea of how important literature is in all classrooms. The need for teachers to provide good literature even if the student is not speaking English is emphasized. Many language-minority students understand English and are able to read in English long before they can actually speak it.

The classroom design includes making it seem like a safe "nest" or haven for the students. The balancing of structure, certainty and freedom are discussed as being necessary to provide a sense of security for the children. The medium of creating pictures to illustrate their stories is provided for the children through the use of film-making. All the children have access to the materials needed to create their own films of their own stories. The children draw their pictures on a film strip, write text to accompany the drawings, and select background music. This proves to be a way for the children to find themselves.

Cristina Igoa discusses the need to balance nesting — a place, such as the one provided by Igoa's Language Center, which gives students "a protected place to rest, to settle in, and to flourish" (p. 21), with mainstreaming while providing the tools and examples the children need to find themselves. Once a child feels comfortable in his/her classroom and also with themselves, then true learning can begin.

The Phenomenon of Uprooting

In the second chapter, "The Phenomenon of Uprooting", the many stages children go through when they are uprooted from their native culture (e.g., culture shock) are discussed. Culture shock causes anxiety due to the mixed emotions the person is feeling about their home culture and the new culture. Frequently, when a person first arrives in a new culture/country, they feel excitement and sometimes elation about the change and the new environment. However,

CONTINUED ON PAGE 6

Book Review: *Immigrant Child*

CONTINUED FROM PAGE 5

this novelty wears off and can leave a person feeling overwhelmed and inadequate. In the silent stage, the children are likely to keep their emotions inside. Many times children will also feel depressed and confused about their school experiences. Teachers (and school systems) should try to help these children acculturate by allowing them to maintain their traditional values while mainstreaming into the new culture. This would help to validate the child's culture and feelings of self worth.

Chapter Two also stresses the importance of teachers not comparing immigrant children's language proficiency with the English language proficiency of other children of the same age. Cultural backgrounds need to be respected and the dangers of not doing so are stated by the author.

> To some teachers, the immigrant child may appear dysfunctional, uncooperative, unwilling, or even dumb. But immigrant children are completely communicative in their languages and have rich inner lives that we can ultimately reach.

The author explains that this can be achieved if children are given space, allowed time to internalize their new environment and language, and also by validating the importance of all of the children's cultures. The main method she uses for providing children the opportunity to let others see them as they are is through film-making.

The Inner World

In the third chapter, "Entering the Inner World of the Immigrant Child," the author continues to stress the importance of an opportunity for the children to tell their own stories in their own words through a process of dual dialogic retrospection. This term is based on Freire's participatory research approach, which draws participants of the research into interpretation of their own voices (p. 72). The author refers to her experiences with her former students. The process of dual dialogic retrospection involves both the student and the teacher reflecting on the experiences they shared previously. This promotes learning for both the teacher, the student, and other students by allowing them to relive the experiences of the former students. The inner worlds of the former students, that they previously experienced upon arrival and still continue to experience as new immigrants, can be explained to the teacher and the other students, resulting in new understandings and insights for everyone involved. This can help the teacher to better understand and meet the needs of her new immigrant children. This process can also provide an opportunity for the teacher to reflect on her/his selected teaching methods and curriculum materials. For example, were they effective and did they work as planned? It can also provide information for future strategies that can be generated with help from the former students.

By listening to the voices of her former students, the author found that they had been experiencing many different emotions and feelings, such as resistance to change, feelings of vulnerability, fear of ridicule by others, and loss of their native culture and language. She also reaffirmed that immigrant children need to feel that they have a positive relationship with their teacher and friends, and a sense of equality with others by the integration of the two cultures in the classroom. One very important point that the author mentions is that, "teachers need to understand the teaching methods and educational system in the student's home country." Ingo reaffirms two other essential points that should be applied to all students. First, that all students need to feel valued and accepted, and secondly, teachers need to be models that students can trust.

Teaching/School Work

The second part of this book is "Teaching Immigrant Students: Integrating the Cultural/Academic/Psychological Dimensions of the Whole Child." Chapter Four focuses on the cultural intervention for immigrant children. The author stresses the importance of listening to the children and selecting the best teaching methods and materials to meet the needs of each individual child. Once children feel in balance with their cultural, academic and psychological components, they will be better prepared to develop their academic potentials. Cultural intervention begins with making sure that the children feel comfortable in the classroom environment. One way that this can be accomplished is by validating the child's culture through literature, art, music, and dance. The stronger the teacher can make the home-school connection, the stronger the children will feel about themselves. She feels that classrooms should embrace multiculturalism with a *both/and* outlook rather than an *either/or*, one that requires choosing one over the other.

In Chapter Five, "Schoolwork," the focus is on academic intervention which requires the teacher to develop effective observational and listening skills. The author feels that the teacher should understand her immigrant students through home visits and learning as much as she can about the students and their histories. She provides an example of how she organizes her data into a graph about her students before she develops her curriculum. Her curriculum typically includes a strong focus on literacy skills. She employs the use of personal vocabulary dictionaries, journals, good literature, the integration of science and math, and a buddy system to support the development of strong academic and social skills. She believes that peer bonding is very important for immigrant children to feel successful at school and at home.

In Chapter Six, "Cultural Continuity," the author discusses the important lessons that can be learned by requiring students to prepare reports on their native countries. This is a long term project that develops over the course of the school year. The author provides ideas, guidelines, and assistance. This enables the students to learn different skills, such as map making, illustrating, spelling, grammar, and how to conduct research, among other things. The students also validate their native cultures as they perform this task. Toward the end of the school year, the students are expected to share their reports orally with their classmates. Such topics as music, art form, dance and food are included to bring about a better understanding of each student. The author states, "I think it is important for the children to make a statement of who they are." The personal history reports provide this valuable opportunity.

From reading this book, I have gained an insight into the needs of immigrant children that I had not encountered or learned about in previous books. This book would be especially valuable to a teacher of immigrant children, but it is also full of useful information for all teachers and should not be limited only to teachers of immigrant children. The issues that are discussed about making schooling relevant and meaningful for immigrant children apply to all children. In order to be a successful teacher, it is necessary to structure the classroom and curriculum in such a way as to meet the needs of the individual students. Cristina Igoa has provided new ways to look at the challenges and rewards faced by teachers. Her valuable ideas are practical and will benefit all students; I, therefore, plan to use many of them in my own classroom. I agree with Igoa that the school system needs to be humanized and children must be made to feel comfortable, safe, and valued in the classroom. I highly recommend this book to all teachers and to anyone thinking about becoming a teacher.

Beth Kryst is a student in the Multiple Subjects Credential Program in the Department of Teacher Education, California State University, Stanislaus. She wrote this review while enrolled in Dr. Brendatts' course.

The Inner World of the Immigrant Child, by Cristina Igoa. 1995. Lawrence Erlbaum Associates. ISBN # 0-8058-8013-5.

- NABE -

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Upcoming Events

October 14–16, 1999 — First National Conference on Heritage Languages in America. Long Beach, CA. Contact CAL at 202-362-0700.

October 15, 1999 — Korean American Education Association 15th Annual Conference. Los Angeles, CA. Contact Moohay Choe at 213-937-3210.

October 15–17, 1999 — New York State Teachers of English to Speakers of Other Languages (NYSTESOL) Annual Conference. Long Island, NY. Visit <http://lang.syr.edu/NYSTESOL/index.html>.

October 16–20, 1999 — National Indian Education Association Annual Conference. Oklahoma City, OK. Contact Martha Ward at 405-257-5247.

October 18–20, 1999 — Oklahoma Association for Bilingual Education (in conjunction with the National Indian Education Association Annual Conference). Oklahoma City, OK. Contact Sandy Williams at 918-489-5587.

October 20–23, 1999 — Texas Association for Bilingual Education Annual Conference. Contact María Elena Zavala or Raúl Ramón at 800-974-3902 or e-mail <txtabe@aol.com>.

October 21–23, 1999 — South Dakota Association for Bilingual Eduction Annual Conference. Ramkota Rapid City, SD. Contact Terrie Jo Gibbons at 605-288-1921 or e-mail <tjgib@scpschls.k12.sd.us>.

November 7, 1999 — Council for Exceptional Children, Institute on Disproportionate Representation and Assessment. Assessment and Placement of Students. Menger Hotel, San Antonio, TX. Contact Monique Lynch at 703-264-3516 or 703-620-2521 (fax) or visit <http://www.cec.sped.org>.

November 10–14, 1999 — National Association for Multicultural Education. San Diego, CA. Contact Anne Wilcoxen at 213-477-2433.

November 13, 1999 — California Association for Asian-Pacific Bilingual Education 25th Annual Conference. Los Angeles, CA. Contact Charles Hwang at 209-953-4015.

November 18–21, 1999 — 1999 American Speech-Language-Hearing Association. San Francisco, CA. Contact Julie J. Masterson and Richard A. Talbott, or visit <http://www.asha.org>.

November 18–23, 1999 — National Council of Teachers of English 89th Annual Convention. Denver, CO. Contact Don Robbins at 217-328-3870 or visit <http://www.ncte.org>.

November 19–21, 1999 — National Council for the Social Studies 79th Annual Conference. Orlando, FL. Contact 800-296-7840 or visit <http://www.ncss.org>.

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Technology and Language-Minority Students

Column Editors: Dr. Dennis Sayers, Leavenworth Center for Accelerated Learning, Fresno, CA
Ana Bishop, Multilingual Educational Technology Consulting, NY

Teachers-as-Action-Researchers: Using Computers to Accelerate English Word Study in a Multicultural School

by Dennis Sayers

This article describes an approach to helping students master the complexities of English sound/letter patterns which grew out of a teacher-researcher study at the Ann Leavenworth Center for Accelerated Learning, an elementary school in Fresno, California. Since opening its doors five years ago, the Ann Leavenworth Center has based its curriculum on the research of Henry Levin (1987), stressing a "teaching up" philosophy of high academic and social expectations that replaces compensatory, remedial approaches with curricular activities usually associated with programs for gifted and talented students. The school serves slightly under 1,000 students, 95% of whom are from "minority" backgrounds. "Asians" comprise 41% of students, principally from Hmong, but also from Laotian and Khmer-speaking backgrounds. "Hispanics," in this case referring to students of Mexican descent, form 48% of the student tally. "English Language Learners" are 64% of all students. At Ann Leavenworth, poverty is the rule rather than the exception, with 93% of the student body from families on AFDC (Assistance for Families with Dependent Children).

The principal, Glenna Encinas, has constantly encouraged curricular innovation. One example, among many, of a school culture which fosters problem-posing, reflective teaching is the Teacher-as-Researcher Partnership with Fresno Pacific University, coordinated by the author with the close involvement of the distinguished bilingual education and second language acquisition researchers, Professors Yvonne and David Freeman. The Partnership has two distinct, but interrelated components:

- A "partner teachers-as-researchers" study of biliterate and prosocial development within the Spanish/English two-way bilingual immersion program;
- A school-wide "teachers-as-action researchers" inquiry into best classroom practices for computer-mediated literacy learning, whose research-in-progress is discussed in this article

Fifteen teachers were involved in the teacher-researcher inquiry on spelling and vocabulary development: third-grade teachers Debbie Friesen, Carol Jones, Sheri Martin, Susan Schmale, and bilingual teachers Julia Amavisca and Jessie Torrez, led by Kim Kirste, grade-level chair, and fourth-grade teachers Karen Perkins, Julia Richardson, Jane Quiring, Elaine Schneider and bilingual teacher Virginia Chávez, chaired by Marta McConnell.

Teachers–as–Action Researchers

Kurt Lewin (Wheelan, 1991) first introduced the term action research to describe field-based research undertaken by reflective practitioners with the goal of improving their practice, exploring an innovation, or testing a theory's application. Since teachers involved in action research projects are first and foremost teachers, care must be taken to assure that the methodology for data collection of the project is not so time-consuming as to interfere with instructional delivery; yet teachers must have confidence that the data they collect will be sufficiently reliable to allow them to develop and modify hypotheses that hold promise for informing improved classroom instruction.

The classroom practice selected by teachers at Ann Leavenworth School for our teacher-as-action researcher inquiry was accelerated word study of English, a phrase we usually shortened to "the spelling research." Teacher concern with students' lack of spelling mastery and its impact on overall reading skills arose during their weekly grade-level meetings. They voiced dissatisfaction with the current approaches to teaching English spelling, including the spelling program in the adopted reading series utilized throughout the District. Both informal spelling inventories and standardized achievement measures indicated low scores on word analysis and spelling. These test scores and inventory results pointed to a general picture of low spelling achievement, with greater difficulty in vowel analysis as compared with consonant analysis.

The teacher-researchers noted that one promising line of research has centered on "word study," a discovery-oriented approach to teaching spelling and vocabulary development that relies on various inductive-learning activities, chief among them extensive word card sorting. Unlike traditional spelling curricula that stress memorizing rules (and long lists of exceptions), word sorting activities afford students opportunities for noticing letter/sound patterns and constructing their own guidelines for spelling correctly. While

CONTINUED ON PAGE 10

Technology

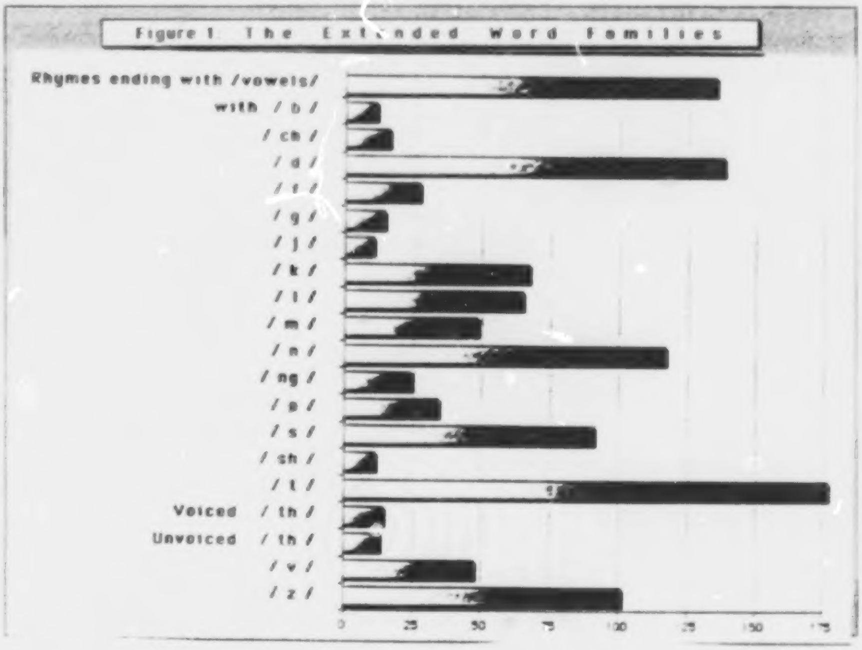
CONTINUED FROM PAGE 9

this approach has shown impressive research results (1996, Bear et al.), teachers voiced their concerns with both (a) the selection of the appropriate corpus and (b) the classroom logistics for conducting word study with students at their grade levels. In other words, teachers expressed concern about which words to study and how to manage their study.

It is clear that just six Extended Word Families (-/t/, -/d/, -/n/, -/z/, -/s/, and the Extended Family of rhymes ending in vowels) account for the preponderance of high frequency words, with the remaining fourteen families accounting for only a third of the first thousand most frequent rhymes.

There are four potential sources of word lists for sorting:

- design and collect locally a sample of typical texts encountered or produced by learners, and then analyze the collected corpus using several word frequency analysis programs for personal computers, a capability previously limited to those with mainframe computer access but now available on PCs (Higgins, 1991).
- collect teachers' own limited recollection of exemplary words for specific pronunciations and spellings, usually drawn from fading memories of how they themselves were taught;
- search for the numerous published word lists for educators, an eclectic hodgepodge of listings, or
- generate customized word lists, in electronic and print format, from specially designed databases of high frequency words like Visual Spelling (Sayers, 1981, 1999) with the capability of grouping word lists by their common vowel and consonant sounds, spellings, and syllabification, by their rhymes and rimes, and importantly, by the rank order word frequency of each word, specific to every grade level from first through twelfth, and based upon values derived from recent computerized word frequency analyses of a huge sampling of typical grade-level appropriate reading materials (Zeno et al, 1995).



The first three sources posed problems for teachers in terms of first, collecting word lists, and second, producing enough word cards for significant word study activities. We elected to build our own word sorting lists using Visual Spelling.

Visual Spelling is capable of producing an enormous number of grade-level specific word lists across 22 stressed vowel sounds and 44 possible vowel spellings. This kind of discriminatory power is an embarrassment of riches; no teacher could monitor such an astronomical number of sorting possibilities. Teacher-researchers, therefore, chose to use Visual Spelling as a tool for studying English spelling patterns in order to design a simplified and accelerated word study and spelling curriculum.

Visual Spelling offers many possibilities for informed curricular decision-making in this regard. The database generates and displays nineteen "Extended Word Families," a unique array of high-frequency short and long vowel rhyming words ending in the consonant sounds -/b/, -/ch/, -/d/, -/f/, -/g/, -/j/, -/k/, -/l/, -/m/, -/n/, -/ng/, -/p/, -/s/, -/sh/, -/t/, voiced and unvoiced -/th/, -/v/, and -/z/. In addition there is one Extended Word Family devoted to vowel rhymes which end in no consonant.

Figure #1 shows the number of words, drawn from the first thousand most frequent rhyming words, that appear in each of 20 Extended Word Families.

It is clear that just six Extended Word Families (-/t/, -/d, -/n/, -/z/, -/s/, and the Extended Family of rhymes ending in vowels) account for the preponderance of high frequency words, with the remaining fourteen families accounting for only a third of the first thousand most frequent rhymes. We had uncovered our first principle for focusing and accelerating our word study curriculum: use the largest Extended Word Families as a focal point for word sorting activities.

As an aid in guiding our effort to sequence and streamline our word study curriculum, we used Visual Spelling to generate further reports on the sortable characteristics of the first thousand most frequent words for our grade-level. Again, although the combinatorial possibilities are huge, patterns emerged which helped justify curriculum sequencing decisions. For example, Figure 2 illustrates the complexity of the task confronting students as they attempt to match graphemes with stressed vowel phonemes, yet it also makes clear that students' efforts at word study of certain troublesome spelling areas could provide a basis for understanding the patterning of a greater number of words.

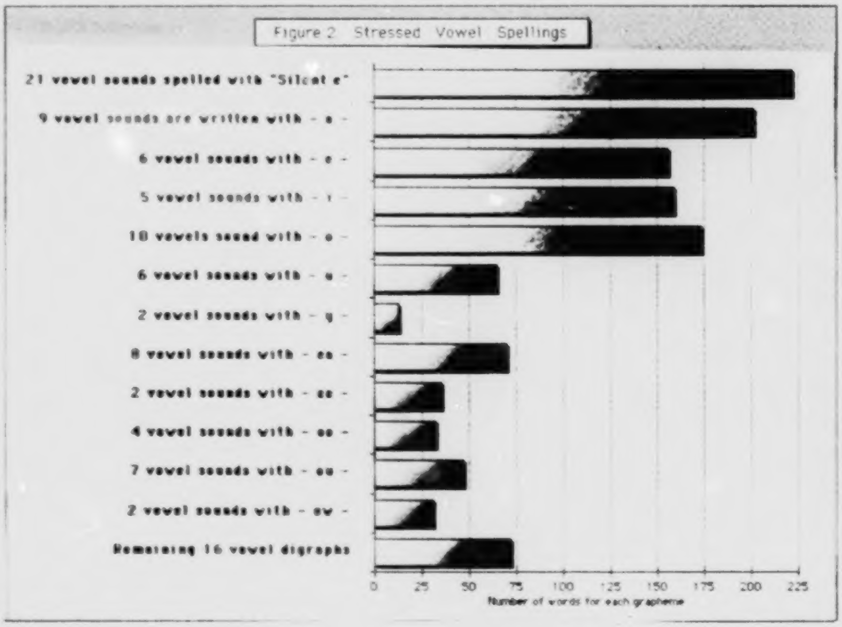


Figure 2 Stressed Vowel Spellings

The outline emerged of a second principle to guide our effort toward designing an accelerated sequence for a word study curriculum: when sorting for phoneme/grapheme correspondence, focus on those grapheme patterns which provide the greatest "explanatory power" for the broadest number of phonemes. Visual Spelling allowed us to generate word lists which isolated particular phoneme/grapheme patterns for word study practice with students.

Once we had our key word lists, we could make word cards for students to sort in their word study activities. We were ready — and eager — to pilot our new approaches. The first implementation, in January 1999, was as a "Spelling" module, taught by the author, for an after-school program called "Academic Excellence," offering a range of one-hour enrichment activities three days a week. All teacher-researchers could nominate two children for this five-week module, and fifteen students participated. It was in this module that we first began to confront the logistical challenges of our decision to focus on the corpus for the six major Extended Word Families and the thorniest phoneme/grapheme correspondences.

It immediately became clear that we had underestimated our students' capabilities for sorting across multiple categories. Traditionally, spelling instruction has asked students to contrast only two or three vowel sounds at a time. We soon learned that our students could easily sort words across all six of the short vowels together, and after a week's practice, could sort across all 15 short and long vowels of an Extended Word Family at once. This meant that all monosyllabic words from the six Families were able to be sorted extensively during our first five-week module. Results seemed impressive: By the end of five weeks, randomly selected groups of five could sort large numbers of words across fifteen different vowel sounds (spending ten minutes with each of three different word families, including more than 100 words each, and moving on to the next). Two out of three of the small groups had an impressively low three errors in sorting 350 words, and the third group had only fifteen errors, or 96% correct.

Students' ability to correctly sort across large numbers of categories had logistical implications for our materials management strategy, that is, how to file and store large numbers of word cards for sorting. Word cards for each of Extended Family and for each of the troublesome spelling patterns were stored in vinyl envelopes labeled "1-syllable words with short vowels," "1-syllable words with long vowels," "1-syllable words with final blends" containing both short and long vowel words, and all "multi-syllable words." Word cards for final blends displayed words in italicized and

CONTINUED ON PAGE 12

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Technology

CONTINUED FROM PAGE 11

underlined form to permit their easy recognition and separate storage. Multi-syllabic words, following Visual Spelling's convention, were printed with dashes indicating the number of syllables with the stressed vowel sound, again facilitating storage after a sort was completed, while focusing student attention on vowel stress during the word sort activity.

Another major finding from the after-school "Spelling" module was insight into the most troublesome vowel sound contrasts faced by students. Learners from both native English and other language backgrounds had difficulties "tuning their ears" to the following contrasts: short e vs. short i (157 and 132 words, respectively, drawn from the first thousand most frequent words), short o, vs. the diphthong/aw/ (83 and 54, respectively), short u and short oo vs. long u and long oo (94, 29, 22, and 46 words, respectively), and the "-/ r / colored" vowels (170 words) including words that rhyme with "her," "are," "there," "here," "fire," "for," and "our." We therefore developed more word sorting units that focused on these contrasts. Our third principle guiding corpus selection for an accelerated word study curriculum had emerged: provide study opportunities with those words which contain troublesome vowel sound contrasts.

We returned to Visual Spelling seeking a basis for further insights into other ways our curriculum could be accelerated. Finally, we developed a fourth principle related to selection of our corpus of words: parsimony of word sorting activities. We sought to winnow our learning units to a core suite of sequenced activities, seeking to eliminate any redundant, repetitive word study, and retaining units where a particular phoneme or grapheme has been productively sorted in the broadest sorting context. The result has been the development of teacher kits of word cards for word sorting, organized into 17 study units.

Conclusions

What have been our observations on the impact of our word study curriculum on student achievement in word analysis skills and spelling? One important finding has been the immediacy of its favorable influence on reading skills in some children who are performing below grade level. Four teachers have pointed out surprising growth in reading performance for these students. Participating students have been assessed using miscue analysis and have shown gains associated with the growth of fluency in reading. Others have jumped five levels on our school-wide literacy assessment, approximately a third of a year's growth, after only two weeks of organized word study. We hypothesize that our word study curriculum is encouraging the development of a wider array of word analysis strategies, as students listen for and self-correct errors when reading stressed vowels. Further, we anticipate our research will suggest that as increased skill with self-correction enhances a reader's fluency with written text, that student will meaningfully encounter a greater numbers of words which will assist in developing improved spelling skills.

While third- and fourth-grade teachers have provided the leadership in this teacher-as-action researcher study designed to benefit all students at Ann Leavenworth, it important to understand that this effort is very much related to the concerns of our two-way bilingual immersion teacher-researcher colleagues at the Ann Leavenworth Center.

The initial language of literacy in every 90/10 model two-way program is the "minority" language, in this case, Spanish. Formal English-language literacy instruction is postponed until third grade, or at the earliest, late in the second grade, after students have firmly established reading and writing in their initial language of literacy. If this initial language is one with a high degree of correspondence between phonemes and graphemes, such as Spanish, Korean, and many other languages, then students inevitably face a daunting challenge when they confront their second language of literacy, English. In our situation, students have achieved fluent mastery of the five vowel sounds of Spanish which, depending on the consonant sound they appear with, are represented by usually one, perhaps two graphemes. Suddenly, they are confronted by the 22 vowel sounds of English, each one of which has as many as ten and rarely fewer than three different graphemes. While many of the consonant spellings of Spanish and English are identical, the discrepancy and multiplicity of vowel sound spellings is considerable.

Most students in two-way bilingual immersion programs — and there are thousands of students in several hundred programs within the United States alone — are faced with the challenge of becoming literate in a second language, but this time around in a much more complicated language to read and spell: English. Yet it is important to understand that this challenge is dissimilar to the one they initially faced when learning to read and write their first language of literacy. Students in two-way programs — like students in regular bilingual education classrooms — do not need to learn to read a second time; indeed, an axiom among bilingual educators is "you only learn to read once." Most of the conceptual groundwork that makes fluent reading possible has already been laid through several years of Spanish language literacy instruction and will easily transfer to English and, for that matter, to all future languages a learner will acquire during her or his lifetime, for that matter. English orthography, however, must be learned on its own terms, and we believe that our word study curriculum should

CONTINUED ON PAGE 22

Theory and Practice in Bilingual Education

Column Editor: Dr. Stephen Krashen, University of Southern California, CA

Structured Immersion Falls Short of Expectations: An Analysis of Clark (1999)

by Stephen Krashen and Jeff McQuillan

In a recent report, Clark (1999) presents data on oral language development in several California districts who use a sheltered English immersion approach for their limited English proficient children. The data are presented in terms of Terrell's proposed stages of oral language development (Terrell, 1982; Krashen and Terrell, 1983, not cited in Clark, 1999): preproduction, early production, speech emergence, and intermediate fluency. Clark does not provide explicit descriptions of the criteria districts used for classification in these categories, but Terrell describes them as follows:

- Preproduction: A "silent period" in which language acquirers can only respond nonverbally.
- Early production: Acquirers are able to respond using single words and short fixed phrases.
- Speech emergence: Students are able to produce more complex but often grammatically incorrect output.
- Intermediate fluency: Students are able to produce more complex discourse, which still will contain errors.

Clark also include an "advanced fluency" stage, but does not provide a description.

According to Clark, attainment of the intermediate fluency stage is necessary before students are able to learn "modified, grade appropriate content" (termed Specially Designed Academic Instruction). This is not the same thing as mainstream: to begin to do mainstream academic work, children need to attain the advanced fluency level; full mainstream requires reaching an even higher level, fluent English proficient (Clark, 1999, pp. 10-11).

Clark presents data on oral language development in three districts in terms of the number of students at each level at one point in time, compared to the number of students at each level at a second, later point in time.

A problem with this approach is that it does not tell us how far a student progressed when he or she moved up from a level. For example, for Orange, 559 students were at preproduction in November of 1998. Of these, 413 moved up and 146 did not. But we can not tell how far the 413 moved. We can, however, conclude the following from Clark's data:

1. Many students stayed at the preproduction stage after one-half to one full academic year: The percent of students still at preproduction after that time included:

- Orange: after one academic year: 26%
- Atwater: after one-half academic year: 29%
- Delano: after one-half academic year: 51%

2. After one year, a substantial number of students had not reached intermediate fluency, the minimum level thought to be necessary to understand "modified, grade-appropriate" special subject matter teaching.

The following table, based on Clark's data, shows that many students who were NOT ready for modified subject

Continued on page 15

Table 1: Percentage of LEP children not ready for sheltered subject matter teaching at the start of year who are still not ready

District	Duration	Pre-production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
Orange	Nov/May	559/146	792/524	1116/1225	1076/1654	
Atwater	1/2 year	214/62	211/191	233/320	117/186	13/25
Delano	1/2 year	556/286	408/410	422/521	182/307	36/36

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Theory and Practice

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Table 2: Students Not Ready for Modified Subject Matter Instruction

District	Start of Year	Now	% Who did not Attain Int. Fluency or Higher
Orange	**2467 (70%)**	**1895 (53%)**	**77% (1895/2467)**
Atwater	**658 (84%)**	**573 (73%)**	**88% (573/658)**
Delano	**1386 (86%)**	**1217 (77%)**	**88% (1217/1386)**

Figures for the Column "Now" = Orange - after one year; Atwater, Delano - after one half year

matter teaching at the start of the year were still not ready at the end of the period studied. In Orange, for example after one year, 77% of those who were not at the intermediate fluency at the start of the year were still not there at the end of the year, even though most were beyond the beginning level at the start of the year. Seen another way, only 23% moved to intermediate fluency in one year, and most of those below that level at the start of the year were beyond the beginner range (at the start of the year, 65% of LEP's in the Orange School district were beyond the beginner level but not yet at intermediate fluency; early production = 792, speech emergence = 1116).

Clark's data thus shows us how hopeless the Proposition 227 requirement is. Proposition 227 requires LEP students to go from ground zero to mainstream level (advanced fluency or fluent English proficient) in one year. Even with a substantial head start, most students do not even make it to the much more modest level of being able to handle modified subject matter instruction after one year. (Note that in the Delano district, not one child moved to advanced fluency after one half year of English immersion; in Atwater, only 12 did, about 1.5% of the LEP population.) Finally, one can conclude absolutely nothing from Clark's data on the efficacy of immersion compared to bilingual education: No comparison is made with oral language development under bilingual education.

To summarize, Clark's data only shows us: 1) a substantial number of students appear to be making no measurable progress in oral English; and 2) overall progress in three districts is hopelessly short of the requirements of Proposition 227. In addition, no comparison with oral language development in bilingual programs is presented. Thus, the data does not demonstrate the superiority of structured immersion.

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Jeff McQuillan is now on the faculty of the School of Education at Arizona State University.

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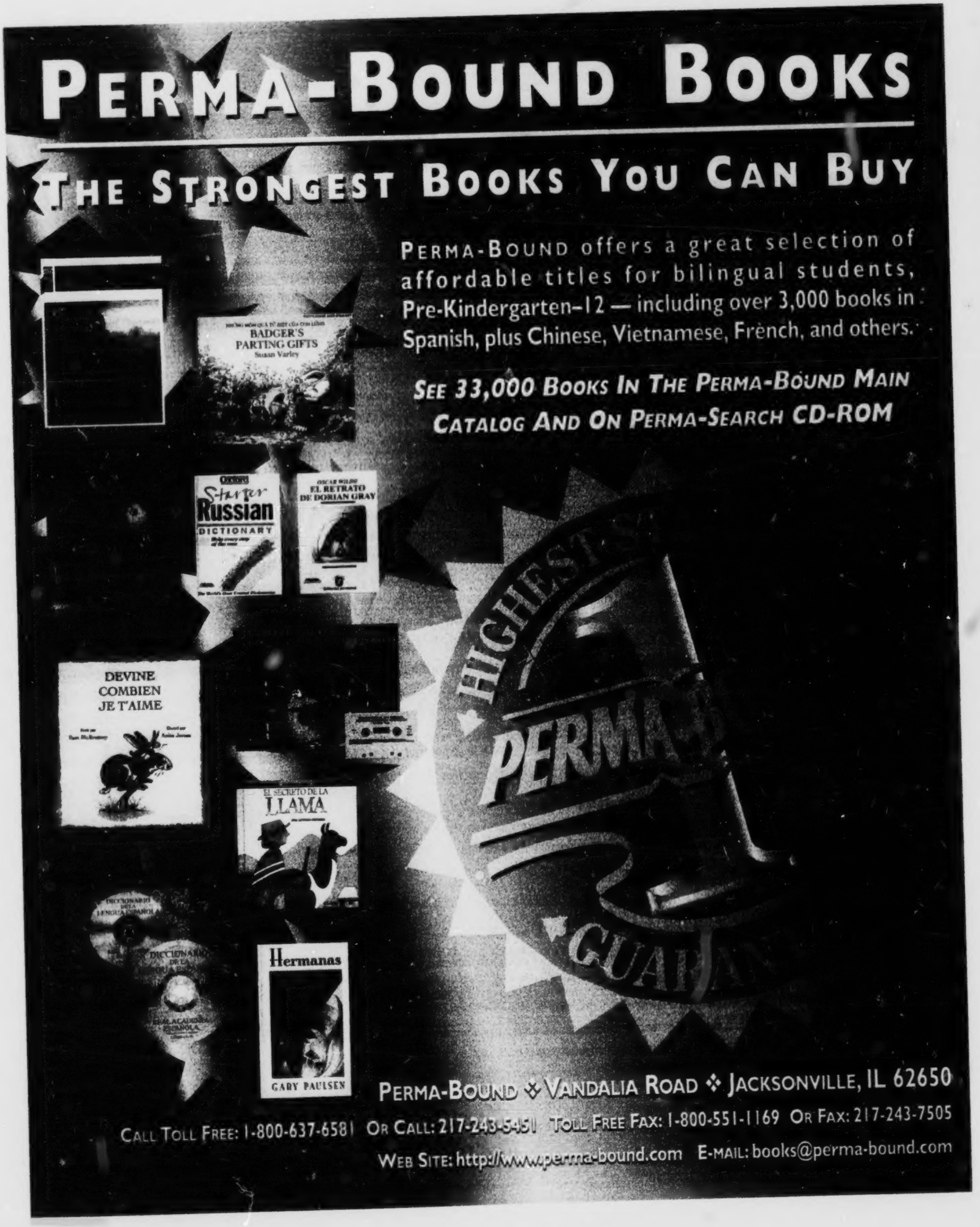
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Nationwide Writing Contest for Bilingual Students

Proud to Be Bilingual Essay Contest

The National Association for Bilingual Education (NABE) is proud to announce the Year 2000 Nationwide Writing Contest for Bilingual Students. This is the 18th anniversary of NABE's highly successful and popular student essay program. This year, bilingual students throughout the country have an opportunity to submit essays on the topic *Proud To Be Bilingual*. Award scholarships are being provided by The BEST (The Bilingual Education Student Trust), of which Scholastic Inc. is a founding sponsor.

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Eligibility: Participation is limited to students who are learning English as a new language through a bilingual education program where content instruction is provided in both English and the student's native language. Previous winners are not eligible to participate.

Criteria: Each essay will be judged on (1) development of the theme, (2) originality, (3) content and clarity of expression, and (4) grammar and mechanics.

Rules: Only entries that comply with the following rules will be considered:

- **Language:** All essays must be written in English; however, all First Place winners must be prepared to present their essays in English and their native language at an awards ceremony.
- **Subject:** All essays must address the theme, *Proud To Be Bilingual*, to be eligible.
- **Length:** The number of words MUST be recorded at the end of each essay.
  The length of the essay MUST be:
  Grades 3-5: 150-200 words
  Grades 6-8: 250-350 words
  Grades 9-11, 350-500 words

Application: An application form, containing the name of the contestant, his/her native language, home address with ZIP code, telephone number with area code, grade, name and address of school, name of bilingual teacher and school principal, and name of the school district must be stapled to the essay. Names should not appear on the essay. Essays become the property of NABE and will not be returned. NABE reserves the right to publish all essays.

- **Format:** The essay must be handwritten IN INK or typed DOUBLE SPACE.
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NABE 2000 Nationwide Writing Contest for Bilingual Students

Application Form

1. **Attach a copy of this form to each essay.**
2. **Names should not appear on the essay.**
3. **A maximum of three essays per grade category will be accepted from the same school.**
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Name of Contestant: ______________________________

Grade: ______________________________

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NABE News

Announcement

You may have noticed a lapse in the delivery of *NABE News*. NABE staff is diligently working to continue providing quality services to our valued members. The NABE Board recently outlined new goals for the association. Providing improved services to members is high among the list of goals. This issue of *NABE News* represents the beginning of a series of changes being planned for the association as we enter the new millennium. Additional changes will follow. We plan to publish newsletters that are reader-friendly, informational, and timely. We welcome your suggestions and ideas for improving *NABE News*. NABE seeks to continue to support your efforts in the field of bilingual education. Thank you.

-- Delia Pompa, Executive Director.

Issues in Indigeneous Bilingual Education

Column Editor: Dr. Jon Reyhner, Northern Arizona University, AZ

Who's Responsible?

by Jon Reyhner

Leupp Public School in the Navajo Nation has a new principal this fall. According to an article in the *Arizona Daily Sun* (8/10/99, p. 7) the former principal was dismissed from her position and reassigned to be a counselor in another school because of her school's poor test scores even though parents thought that she was "a Navajo with deep roots in the community, was a good, caring administrator and the school's lack of resources was at fault."

Assessing The School's Scores

Leupp Elementary and Middle School is the only all-Navajo school and the only school in the Flagstaff School District that is on the Navajo Reservation. Compared with the other schools in the district, the Leupp's Stanford 9 test scores are very low, but compared to other public, charter, and Bureau of Indian Affairs (BIA) funded schools in the Navajo Nation and other Indian communities across the country, the Leupp scores are about average.

The Flagstaff School Board hired a new Navajo principal from the community who was most recently co-principal of Greyhills Academy High School, a school that advertises an academic college-bound curriculum, which is also on the Navajo Reservation. However, the 1997-98 Stanford 9 test scores for students at Greyhills, if anything, are even lower than the Leupp test scores.

The question addressed in this column is the old one of, "who or what is responsible for these low test scores of American Indian and Alaska Native students?" Thirty years ago local control and more culturally sensitive curriculum and instruction were put forward to solve the problem of low achievement. Today, Leupp Public School is one of the few schools remaining on the nation's largest reservation that does not have an all-Navajo school board. Even though the majority of schools are locally controlled, test scores remain low in comparison to national norms. Thirty years ago there were only a handful of certified Navajo teachers; now they make up the majority of teachers in many Navajo schools.

Examining Context

In my last column I wrote about students coming from low literacy environments — from homes with little or no reading material in any language. Since writing that column I talked to a teacher who worked next door to Greyhills Academy for six years in the public high school. He told me about a conversation he had with one of the school board members. He asked the school board member, "Who is responsible for the academic success of your child?" She answered that it was the school. The teacher, based on his religious and cultural upbringing, argued that no, it was she, as a parent, who was responsible. He told me how, when some of his high school students visited his home, they were amazed at all the books his family had.

One can understand the school board member's answer based on the history of American Indian education. The government and churches started building a system of boarding schools in the last half of the nineteenth century to get Indian children away from their parents who were considered a regressive, "savage" influence. These boarding schools never had a particularly academic focus. The most famous, Carlisle Indian School, had a football team that played and beat teams from Princeton, Harvard, and other universities, but a graduate of Carlisle only attained the equivalent of a fifth grade education, and most students who attended Carlisle never graduated.

Indian schools, whether operated by the BIA or missionary societies, usually had low expectations for their students. Their goal was to prepare them to become farmers or take up a trade such as tinsmithing. I am becoming increasingly pessimistic about the idea that schools, even those linked with Head Start programs, can overcome the advantage children have who come to school from high literacy homes where they are read bedtime stories regularly, are taken to the library by their parents, and have numerous children's books in their bedrooms. This is not to say that I particularly blame parents who can be working two jobs just to put a roof over their children's head and food on the table, who have been told to leave education to the experts, and who have been taken in by all the advertisements they are bombarded with on television and elsewhere as to what is important in life.

In Search of Answers

The same teacher who asked the school board member "Who's responsible" told me how he had to reassess the way he taught when one of his top students asked him "Why are we learning chemistry?" If I had been asked that question when I was in high school, I think I would have answered

CONTINUED ON PAGE 22

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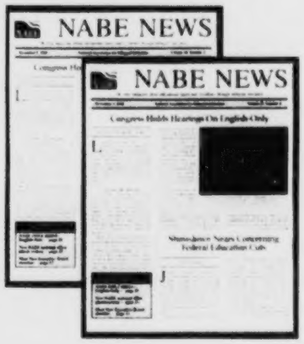

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Message from the President

CONTINUED FROM PAGE 4

mation concerning such issues as curriculum, standards, instruction, assessments, school policies, school reform and public school choice, and disciplinary procedures. In order to disseminate information and offer training and support for parents, Title I should include provisions for parent training, support, and information through organizations that are local and culturally relevant and based in communities with large numbers of Title I schools. I urge your continued support and leadership to ensure that LEP children receive a quality education. Your support of sound education policy will ensure the essential elements of an exemplary education, such as appropriate instruction, appropriate assessments tied to high standards, professional development and parental involvement are in place to create an accountable and high-quality educational system.

Pointing your Loaded Pen!

One legislator in California was asked how many letters it would take to consider an issue important to explore it. "Seven letters" was her reply. Most people intend to write to their legislators but never do. If seven letters can change the thinking of a legislator, TAKE UP YOUR PENS AND WRITE! I urge you to join the Revolution that fights for the rights of children. Pick up your pen and write your legislators. Let them know where you stand on each of the issues. Start a revolution in your community. For every child in a bilingual program, local, state and federal legislators should have at least two letters on their desks: one from a child and one from a parent or educator. Don't be one of those people who intends to write and doesn't do it. It could be costly to our children!

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Message from the Executive Director

CONTINUED FROM PAGE 3

These centers serve to support and train parents on school-based issues, curriculum and any options available to their children regarding their program of study. The proposed centers would also provide the knowledge about assessments and accountability that would allow parents to work with schools to raise student achievement to world-class standards. As in the special education model, the centers would provide for parent training, support, and information through organizations that are in communities closest to the schools and, therefore, most familiar with parents' languages and styles of communication. Data from the U.S. Department of Education's Office of Special Education show that parents felt that information they received via phone calls to the center was very helpful (73.2%) or moderately helpful (16.2%). Similarly, parents who had attended training workshops indicated that they found the information presented to be very useful to them (88.2%). These examples can be seen in such organizations as the PACER Project in Minneapolis and Sinergia in New York; both provide culturally and linguistically accessible information to parents about how to work with schools to better their children's education.

Failure to provide parents with complete information about important educational issues and school policies ultimately hinders high student achievement. This is a lesson we have learned from research and, painfully, through the reality of the achievement gap. Bridging critical communication gaps empowers parents to become involved and to make appropriate decisions and choices about their child's education. Sharing responsibility with parents can only happen when we share the power of the knowledge we hold as educators.

• NABE •

Indigenous Bilingual ED

CONTINUED FROM PAGE 19

that the reason was to get into the university, but I came from a high literacy household. In fact when I was going to be placed into remedial reading at the end of third grade, my mother — who had no teacher training — stepped in to tutor me over the summer.

Following his conversations with students and information he learned from reading the literature on teaching and from in-service presentations, this teacher started adjusting his instruction to problem-based, then issue-based, and finally community-based science instruction to try to engage his students in what they were learning. For example, to teach about nutrition he got his students involved in a local Diabetes Awareness Day. The students researched diabetes, a major health problem for American Indians, in books and through interviews with health professionals. They then presented the information on diabetes prevention that they had learned in English and Navajo to community members at the local grocery store and elsewhere. Other projects that got students involved included studying local water quality and the uranium mine tailings just out of town.

He told me the students were very interested in what they were learning, but other teachers and the school administration became very upset with having students going on field trips — even though these science related field trips took up much less time away from the classroom than athletic field trips. The result was that this teacher, who was my son's sophomore chemistry teacher, ended up going to work at my university. Yet, the importance of student interest and engagement is highlighted by two major studies that reported that "boredom" was the major reason Navajo dropouts gave for leaving high school.

Indian schools that are often not particularly well funded seem to be spending what little extra money they have on athletics and technology and often not providing classroom teachers with the basics needed for teaching. My son especially enjoyed his sophomore chemistry class because he got to do a lot of hands-on experiments. I was told that was only made possible because the previous summer the school administration changed and there was no principal on board to cut the teachers' supply orders.

Creating a high literacy environment is harder in low socioeconomic homes, but it is not impossible. Imagine this — if we somehow got children to spend as much on books as many do on soda pop and other junk food, they would both be less at risk for diabetes and their homes would overflow with books. But the responsibility should not lie with the children alone! Schools can promote literacy, even producing books in a tribe's language, but ultimately it is parents and extended family members that can make a real difference in the home. If sports, television, video-games, and video-tapes dominate the homes, I see no way that those low Stanford 9 test scores will ever rise at Leupp or elsewhere, whoever is appointed the school principal.

Editor's Note: *Contributions to the* **American Indian Bilingual Education** *column should be sent to Jon Reyhner, Center for Excellence in Education, Northern Arizona University, P.O. Box 5774, Flagstaff, AZ 86011-5774. (520) 556-9782, fax (520) 523-1929; or by e-mail at <jon.reyhner@nau.edu>.*

- NABE -

Technology

CONTINUED FROM PAGE 12

prove useful in stimulating English language learning both in our traditional bilingual and two-way bilingual immersion classes.

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Asian/Pacific American Education Concerns

Column Editors: Ji-Mei Chang, San José State University, CA and
Ward Shimizu, San José State University, CA

Planning for a Meaningful and Successful Asian Heritage Month

by Ming-Gon John Lian

Having cultural heritage or gender awareness months for specific groups provides an opportunity to establish a cluster of activities designed to achieve at least two specific purposes. First, the activities increase understanding and appreciation of special traditions, values, and specific contributions of the honored group. Second, we hope to decrease misunderstanding, prejudice, and bias against members of a specific ethnic or gender group. Thus, in the United States February is Black Heritage Month, mid-September to mid-October is Hispanic Heritage Month, November is Native American Awareness Month, March is Women's History Month, and May is Asian Heritage Month.

The purpose of this article is to share with readers a successful example of teamwork while planning our celebration of Asian Heritage Month. Our Asian/Pacific communities as well as other interested partners at our state university worked together, most importantly, valued and respected our diversity within APA ethnic groups.

While an increasing number of educators are aware of the official celebration of Asian Heritage Month in May, much still needs to be done in schools to enhance the identity among students of Asian/Pacific descent. Through our team effort, we intended to change students' stereotypic views towards Asian/Pacific cultures. For example, due to insufficient exposure to Asian/Pacific cultures, children in schools tend to have a limited knowledge base regarding Asian/Pacific cultures. In many schools the extent of their children's exposure to Asian/Pacific culture and heritage may be limited to learning about Chinese or Vietnamese New Year, martial arts, or Asian cuisine.

Team Work & Meaningful Events

May is often the last week of spring classes at many universities and is often filled with exams and term papers. The Asian/Pacific American Coalition (APAC), a student organization at Illinois State University, contacted the president of the university requesting that the Asian Heritage Month at Illinois State be changed to April, a month when both faculty/staff and students are on campus and less stressed by academic responsibilities.

In the following sections, I briefly listed the extent of the collaboration that took place at Illinois State University for an event celebrating Asian/Pacific heritage. A planning committee for the Asian Heritage Month was organized early in November, 1998. Members serving on the planning committee included:

1. The assistant director of the university's Office of Multicultural Affairs (OMA), who served as Chair of the Asian Heritage Month Planning Committee;
2. Representatives from the Multi-Ethnic Cultural and Co-Curricular Programming Advisory Committee (MECCPAC) of the University President's Office;
3. Leaders (e.g., presidents/vice-presidents) of registered Asian-Pacific student organizations, such as the Chinese Student and Scholar Association, the Korean Student Association, the Nippon Student Association, the Southeast Asian Student Association, the Student Association of the Republic of China, and the Thai Student Association;
4. Representatives from the Office of Student Life (OSL) and the Multi-ethnic Student Fee Board;
5. Representatives from the Office of Residential Life (ORL), including the Public Forum Committee and Governing Committees of Residential Halls;
6. Representatives from the Office of International Studies and Programs (i.e., the "I House"); and
7. Volunteer faculty members and administrative professionals.

Members of these programs had previously conducted their own multi-ethnic/cultural events. The planning committee for the campus-wide Asian Heritage Month assembled representatives from each program in order to schedule and coordinate month-long activities in which cultural and financial resources could be shared and attendance could be enhanced. The planning committee met two times per month from November through February and four times in March. The activities scheduled for the Asian Heritage Month in 1999 included a broad range of events.

Publicity is an important strategy for a successful event, in particular disseminating information and invitations through multiple channels. We placed an enlarged, colorful poster featuring activities presented in the Table on the following page in each floor of the main buildings on campus and major locations in the twin cities, Bloomington-Normal. Flyers and formal invitations to specific events were distributed to student organizations, faculty/staff; ad-

CONTINUED ON PAGE 24

Activities of the 1999 Asian Heritage Month

DATE	EVENTS
4/1	Indian Guitar Concert, performed by Hasu Patel and sponsored by MECCPAC and the Department of Music.
4/7	Chinese Pipa Concert, performed by Liu Xiao Qi and sponsored by MECCPAC.
4/18	Minority Student Recognition Ceremony, co-sponsored by the Office of Multicultural Affairs and Bone Student Center.
4/10	Multicultural Students' Summit, with a keynote speech, "Collaborating for Our Multicultural Achievement", by Ming-Gon John Lian, recipient of the Strand Diversity Achievement Award, andco-sponsored by MECCPAC and OSL.
4/10	Thai Heritage Night, co-sponsored by the Thai Student Association and "I House."
4/14	Asian Heritage Month display table at the Spring Festival, sponsored by MECCPAC.
4/14	Asian American and the Race Dialogue, with a speech by Angela Oh, attorney/civil rights activist and advisor to President Clinton on Race Initiatives, sponsored by MECCPAC.
4/16	Asian/Pacific Heritage-GALA Night featuring the Stir Friday Night Comedy Group of Chicago, co-sponsored by A.P.A.C. and MECCPAC.
4/17	Sibling Weekend Carnival, co-sponsored by the Student Alumni Council and the Bowling and Billiards Center.
4/17 & 4/18	The First Look Program, co-sponsored by Office of Multicultural Affairs, College of Business, and Office of Admission and Records.
4/8	Asian Fashion Show at the student organizations' Closing the Gap Night, performed by A.P.A.C and sponsored by the Braden Auditorium.
4/19	Asian-American Cultural Dinner, featuring keynote speaker Evelyn Hu-DeHart, professor and chairperson of Ethnic Studies, University of Colorado, co-sponsored by ORL, Public Forum Committee, and Watterson[Residence] Area Governing Committee.
4/20	Workshop by Evelyn Hu-DeHart on How to Recruit and Retain Asian-American Students at American Colleges and Universities, co-sponsored by MECCPAC and ORL.
4/27	Film: *To Live*, directed by Zhang Yimou, cast: Gong Li, Ge You, and Guo Tao, leading discussion: Te-Yu Wang, professor of Political Science, Illinois State University, co- sponsored by OMA and MECCPAC.

Every day WZND/WGLT's, campus FM radio and TV Channel 10, broadcasted or showed the events of Celebration of Asian Heritage Month

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ministrators (i.e., president, associate presidents, provost, deans, and department chairs), campus and local newspapers, radio and TV stations, laboratory and local schools, neighboring higher education institutions (e.g., Bradley University, Heartland Community College, Illinois Wesleyan University, University of Illinois at Champaign-Urbana, University of Illinois at Springfield), plus \Asian/Pacific cultural/ethnic groups in the community.

An Invitation

As I end this short article, I would appreciate any feedback or exchange of ideas and suggestions for more innovative ideas to enrich future Asian/Pacific Heritage and cultural programs that will help us broaden the focus on including diverse perspectives among all unique Asian/Pacific traditions and values. Only through collaboration, we may understand, respect, and accomplish social, political, cultural, and educational issues relevant to individuals valuing Asian/Pacific heritage, ultimately enhancing interracial understanding for us all.

Ming-Gon John Lian is a Professor and Doctoral Program Coordinator in the Department of Special Education at Illinois State University. He currently serves as President of the Asian/Pacific Caucus of International Council for Exceptional Children.

Editor's Note: *Contributions to the* **Asian/Pacific American Education Concerns** *column should be sent to Ji-Mei Chang, San José State University, College of Education, San José, CA 95192-0078, or e-mail <jmchang@email.sjsu.edu>.*

Bilingual Education In The News

California SAT Scores Below U.S. Average in Verbal Skills

San Francisco Chronicle (August 31, 1999)
California's college-bound seniors lagged behind other seniors around the country in verbal skills for the 11th year in a row on this year's SAT, but they did better than the national average in math.

School Facing English Test

Orange County Register (August 31, 1999)
A Santa Ana elementary school is having a hard time finding English-speaking kindergartners for its dual-language program. "We have enough problems getting tests scores up in English. Why should we try to teach them in another language?" adds California Proposition 227's lead sponsor, Gloria Matta Tuchman.

Schools Face Deficit of Teachers, Surplus of Students

Los Angeles Times (August 31, 1999)
Surging enrollments and class-size reduction efforts in California's San Fernando and Santa Clara school districts have created increased demand — and leverage — for qualified instructors.

Teacher Shortage Rooted in Geography and Subject Matter

New York Times (August 30, 1999)
The nation's school age population continues to bulge, and it's expected to grow to 54.3 million by 2007, an average increase of about 358,000. To meet that need, districts would have to add 300,000 new teachers. That effort is already being stifled by the nearly one million teachers between the ages of 45 and 53 that are expected to retire when they turn 55.

Editorial: Bilingual Workers Would Boost Future

San Antonio Express (August 30, 1999)
The San Antonio (TX) Hispanic Chamber of Commerce has launched a visionary effort to develop a dual-language work force. More than half of the city's population already speaks Spanish, and Chamber officials hold that the future work force will be better positioned to build international connections if most San Antonians speak a second language. "We encourage school districts, businesses and civic-minded groups to embrace the effort."

Riley Goes 'Back To School'

USA Today (August 30, 1999)
"A high quality education is the key to economic growth," said U.S. Secretary of Education, Richard Riley. The nation's top education policy-maker will log 500 miles in a five-state, five-day "back to school" tour through the South in a two bus caravan dubbed "The Success Express."

Begin by Teaching Kids English in Preschool...

Los Angeles Times (August 30, 1999)
Written by Roger Rasmussen, Director of the Independent Analysis Unit of the Los Angeles School District, the article espouses the belief that "when it comes to language skills, the earlier the better."

Libraries on Wheels Still Rolling

Los Angeles Times (August 29, 1999)
Fifty years after their start, Los Angeles' city and county bookmobiles — which serve areas that are not close to a branch building — are as busy as ever. And sites are asking to be added to the vehicles' schedule. Stocked daily, each van has books chosen to meet the specific needs of its stops, and in most areas this has meant an increase of Spanish-language books. Last year, about 40% of the books in the San Fernando valley bookmobiles were in Spanish.

Entering the Millennium Still Wondering If Indigenous Populations Are Human

Salt Lake Tribune (August 27, 1999)
From the *Universal Press Syndicate*. The author looks at recent and historical developments in the United States and recommends the convening of a discussion between Mexico and the U.S. on the treatment of immigrants.

Activists Turn Attention to 1985 Fillmore Ordinance

Los Angeles Times (August 27, 1999)
Latino activists who have been waging a high-profile battle to change voting practices in Santa Paula (CA) are now setting their sights on neighboring Fillmore, which fourteen years ago became the first city in the U.S. to declare English its official language.

CONTINUED ON PAGE 26

Bilingual Education in the *News*

CONTINUED FROM PAGE 25

Panel OKs Bergeson for State Board of Education

Los Angeles Times (August 26, 1999)
Marian Bergeson's (R-Newport Beach) nomination to the California State Board of Education was approved by the Senate's Rules Committee by a vote of 4 to 1. The vote came despite severe criticisms that she is insensitive to the needs of minority children. Bergeson is a former assemblywoman and state senator and was appointed to the board last year by Governor Pete Wilson under whom she had served as Secretary of Education. She will need a two-thirds majority vote in the Senate to win confirmation. A vote is expected before the end of session in September.

State Fails On English Help For Kids

Arizona Republic (August 26, 1999)
Examines the role of the Arizona State Legislature and the federal government in the education of limited-English-proficient students. Last year Arizona public schools reported that there were 192,000 kids in the state whose home language was one other than English. 163,000 of them were Spanish speaking.

Bush, Gore Using Bilingual Approach

USA Today (August 25, 1999)
Looks at the use of Spanish-language by both the Republican and Democratic presidential front-runners. Al Gore's campaign staffers say, "it is a sign of respect, and Latinos are pleased he's making an extra effort to connect to a part of their culture that is important to them." George W. Bush's spokesman says that, "(Bush) believes that in order to win the White House, the GOP has to broaden its base by reaching out to new faces and new voices."

Report Blasts Former S.F. Schools Chief

San Francisco Chronicle (August 24, 1999)
The San Francisco civil grand jury issued a scathing report accusing that city's former schools chief, Bill Rojas, and his staff of stonewalling its investigation into the district's bilingual education programs. The reports of county juries are advisory throughout most of California. In San Francisco, government bodies are required to file written responses to their findings.

Calif. Students Take Matter Into Own Hands

Detroit Free Press (August 24, 1999)
Minority student groups at the University of California at Berkeley aren't convinced the university is doing enough to recruit minorities since affirmative action was banned in the state. They have, therefore, set up efforts of their own, aimed at recruiting minority high school students.

Hispanic Leaders Focus On Education

Boston Globe (August 24, 1999)
Reported by the *Associated Press*. Recognizing the lagging performance of many Latino students, members of the Massachusetts Education Initiative for Latino Students will seek to assemble grass-roots organizations in communities where there is a significant Latino presence. The groups will work together on a state-wide agenda, which will be announced at an October 2nd summit.

Tempe Needs ESL Improvement

Arizona Republic (August 24, 1999)
Almost three years after the U.S. Department of Education's Office for Civil Rights found that limited English proficient students were not being adequately served, the Tempe Elementary School District is trying to get it right. Approximately 25% of Tempe's 13,000 students are classified as limited-English-proficient.

Ron Unz Ponders N.Y. Bilingual Fight

San Jose Mercury News (August 23, 1999)
After leading the effort against bilingual education in California, Ron Unz says he believes New Yorkers are "more determined than Californians to see their children educated in English." He adds, "we're seriously exploring the possibility of putting a measure like 227 on the ballot in New York City." He is considering sponsoring a petition drive to urge a referendum on an amendment to the city charter.

Border City Goes All-Spanish

Associated Press (August 20, 1999)
Picked up from the *Associated Press* by many publications of varying readership. It relates the recent developments of Texas' border community of El Cenizo, which adopted Spanish as its official language and passed a measure forbidding city employees to turn in illegal immigrants.

Bush Praises Appointee As 'Educational Entrepreneur'

Dallas Morning News (August 19, 1999)
Texas Governor and presidential hopeful George W. Bush has appointed Odessa lawyer James E. Nelson to serve as that state's education commissioner. Nelson is a former local school board member and is the chairman of the State Board for Educator Certification. He is also the former president of the Texas Association of School Boards. He plans to "continue to raise standards, utilize accountability and insist on local control."

TAAS Scores Improving In S. Texas

San Antonio Express (August 18, 1999)
Many students in South Texas still lag behind their peers on the Texas Assessment of Academic Achievement Skill, but they have narrowed the gap on the high-stakes standardized exam.

Debate Grows On Using Aides As Teachers

Boston Globe (August 18, 1999)
With student enrollments ballooning and yearly budgets shrinking, more schools are relying on teacher's aides. U.S. Department of Education officials say that in recent years, many schools have given teacher's aides broader responsibilities, often having them teach subjects for which they lack the proper educational background. "This is unacceptable." Adds the Education Department's spokesperson. "Students, especially in poor areas, need the best teachers they can get." While the Clinton administration has not announced any plans to crack down on unauthorized use of teachers' aides, officials are pushing for higher educational requirements for the aides.

State Ignores Bilingual Ed, Court Is Told

Arizona Daily Star (August 18, 1999)
Analizabeth Doan, director of bilingual programs in the Nogales Unified School District, testified at a court hearing to determine whether the state is discriminating against limited English proficient (LEP) students. State law requires that districts offer one of three programs for LEP students: bilingual education, ESL, or individual education plans (in schools with few LEP students.) Doan said the district is not complying with state and federal regulations.

Networks See Benefits of Becoming Bilingual

Los Angeles Times (August 9, 1999)
Acknowledging a burgeoning Latino population, some English-language broadcast networks are slowly learning to speak Spanish. For those who do, the effort is paying off.

Prop. 227's Influence Is Seen In Other States

Orange County Register (August 9, 1999)
Activists in Arizona are promoting a state ballot initiative like California's Prop. 227, while Houston's school board has passed a policy endorsing multilingualism.

Caution Urged In Interpreting Calif. Scores

Education Week (August 4, 1999)
After numerous glitches and weeks of delays, California released detailed results of student achievement tests. On the whole, the results show that LEP students' scores are higher than they were last year. But the increases by LEP students are comparable to gains made by all California students.

Houston OKs Multilingual Ed. Policy

Education Week (August 4, 1999)
After weeks of heated debate, the Houston school board has approved a controversial policy. It calls for students to learn English "as rapidly as individually possible," but also calls for giving all students a chance to become proficient in multiple languages.

Links to these and other articles are available on NABE's Web site at <http://www.nabe.org> under the regularly-updated Press and Public Information section.

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News from our Affiliates

Louisiana Association for Bilingual Education

NABE acknowledges 25 state bilingual education associations as affiliates; they support the efforts of the national association. Within their own states, bilingual educators — all of them volunteers — work diligently to advocate for the rights of language-minority children. Primarily, they accomplish this through ongoing professional development (conferences, workshops, in-classroom assistance), development of curricular materials (assessments, rubrics, standards, handbooks), and technical assistance to community groups and policy-makers on issues related to bilingual education. We would like to highlight the work of these affiliates through *NABE News*.

LABE Annual Conference

On October 8, 1999, LABE will have its 23rd annual conference at the Hampton Inn Hotel in New Orleans. The theme of the conference is "A Bridge to the World." Mr. Bradley Scott from IDRA in San Antonio, Texas will conduct the welcoming address and Dr. Charles Scott from Georgia will conduct a keynote motivational presentation entitled "People Like Us". An awards ceremony will also take place at the conference where publishers and agencies will be recognized for their support to LABE over the years. The main agencies that will be recognized are the Louisiana Department of Education, IDRA, and the Southeast Comprehensive Assistance Center. This conference will be attended by ESL, bilingual and regular classroom teachers working with LEP students, school administrators, university representatives, and community representatives. Among the topics of presentation will be assessing the academic progress of LEP students, instructional strategies for teaching LEP students, dissemination of information about Title VII System-wide Project Achieve from Orleans Parish, Computer Assisted Instruction. Please refer to the *NABE News* Upcoming Events section for contact information.

Addressing Needs: Bilingual Certification in Spanish

LABE and Rossana Boyd at the Southeast Comprehensive Assistance Center are working with the University of New Orleans to offer again the Bilingual Specialist Teacher Certification courses in the spring. Work will be done to rewrite the certification requirements so that more teachers can be certified. We share the concern that far too many teachers without proper certification, and most important, without knowledge and skills are placed to work with limited English proficient students.

Louisiana Administrators' Handbook on Bilingual Education

Louisiana's state handbook has been revised again. The draft will be sent to the State Board of Education for approval, and then it will be piloted by school districts for one year. LABE Board Members recognize the importance of instructional leaders understanding and supporting bilingual education. A major area of support revolves around their being able to know rules, regulations, procedures and with such knowledge in hand thus empowering them to respond appropriately.

National Standards and Louisiana English Language Arts Standards

The Southeast Comprehensive Assistance Center took the leadership in inviting ESL/Bilingual coordinators from Louisiana school districts to a meeting on August 31, 1999 to plan the integration alignment of the ESL national standards and Louisiana's English Language Arts Standards. As a result of the meeting, Louisiana district coordinators decided to promote the ESL national standards in the state. The Southeast Comprehensive Assistance Center has invited Deborah Short from the Center for Applied Linguistics to provide an overview about the national standards on October 19, 1999 in New Orleans. Participants will be school principals, central office personnel, and regional service centers personnel. A video will be produced to disseminate the information to as many educators as possible.

Rossana Boyd is the LABE President for 1999-2000. She can be reached at the Southeast Comprehensive Assistance Center, (504) 838-6861.

- NABE -

Affiliate Presidents:

Do you have news to share?
Send us a brief description of major issues and initiatives in your area.
E-mail your news to <NABE_News@nabe.org>

NABE 2000
BILINGUAL TEACHER OF THE YEAR CONTEST

Introduction: In recognition of the efforts that bilingual classroom teachers make on behalf of linguistic-minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Teacher of the Year Competition*. Each year, NABE and its affiliate organizations honor an outstanding bilingual teacher nominated by one of the NABE affiliates.

Award: The winner of NABE's 2000 Bilingual Teacher of the Year competition will receive a $2,500 scholarship to further his/her education and/or to use for the students in his/her class. In addition, the winner will be flown to the 2000 NABE Conference in San Antonio, Texas, to receive his/her award.

Nominations: Only NABE affiliates in good standing are eligible to nominate candidates. Nominations should be made and the winner will be chosen without regard to age, sex, race, national origin, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate only one candidate. The candidate must be a current NABE member in good standing and a current member of the NABE affiliate. Nominations which do not comply with these requirements will not be considered.

Qualifications: Candidates must be exceptionally skilled and dedicated teachers in a bilingual program for pre-Kindergarten through grade twelve. Only bilingual classroom teachers who work full-time with students and have at least three years of experience qualify. Candidates must have distinguished themselves as leaders and outstanding teachers. Candidates should enjoy the respect and admiration of students, parents, and co-workers. They should play active and useful roles in their communities as well as in their schools. Finally, candidates should be poised and articulate and willing and able to grant public interviews and make presentations. He/she should be fluently bilingual. The most important qualification to consider is the candidate's proven ability to inspire limited English proficient students of various backgrounds and abilities to excel.

Presentation of Materials: As part of the nomination process, the NABE affiliate is responsible for submitting a portfolio of materials for their candidate to be used by the selection committee in its deliberations. Material should be typed, double-spaced, and each section should be a maximum of four pages. Videos are acceptable as supplementary material, provided that six copies of the video are submitted. All materials become property of NABE and will not be returned. **Six (6) complete copies** of the following materials with no more than 24 total pages (in each copy) must be submitted:

- **Nomination Information** - a cover letter signed by a NABE affiliate officer and the attached Data Sheet providing basic information about the candidate.
- **Biographical Sketch** - a 4-page (maximum) narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education.
- **Photograph** - a photograph of the candidate (preferably 5" x 7" glossy black and white) must be submitted for publication in program. In addition, a minimum of three photographs of the teacher's classroom should be submitted.
- **Philosophy of Education** - a 4-page (maximum) statement by the candidate reflecting his/her commitment to the profession including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
- **Professional Development** - a 4-page (maximum) description of the candidate's academic preparation and participation in professional organizations and service committees, commissions, task forces, workshops and conferences, etc.
- **Community Service** - a 4-page (maximum) description of the candidate's participation in organizations as well as personal efforts to improve education and social conditions of the community.
- **Recommendations** - One letter of recommendation from the teacher's immediate supervisor and a maximum of five (5) other letters of recommendation.

Deadline: All nominations must be RECEIVED by November 1, 1999. The winner will be notified by January 1, 2000. For additional information, contact:

Dr. Alicia Sosa, Director-Membership and Publications
National Association for Bilingual Education
1220 L Street, NW, Suite 605
Washington, DC 20005-4018

NABE 2000 DATA SHEET
BILINGUAL TEACHER OF THE YEAR/

Name: ______________________________ NABE Membership ID #: ______________

Position/Title: ____

Years in Present Position: ______________ Grade Level(s): ______________________

Languages Spoken: ____

Name of School: ____

School Address: ____

____

School Telephone Number: ____________________ School Fax Number: ______________

Name of School Principal: ______________________________

Home Address: ____

Home Telephone Number: ____

Previous Work Experience: ____

____

Summary of Academic Training/Preparation

Dates	Degree/Certificate Earned	Institution Name & Address

I hereby give my permission for any or all materials submitted by me for consideration for the Bilingual Teacher of the Year Award to be shared with persons involved in promoting this award:

____________________ **(Signature of Candidate)** ____________________ **(Date)** ______________

News and Notes From NABE's SIG

Gifted Education

by Jaime A. Castellano, Ph.D.

The Business Meeting of the Special Interest Group on Gifted Education was held on Thursday, January 28, 1999, from 2:30 p.m. to 3:15 p.m. in Room C-210 of the Denver Convention Center during the National Association for Bilingual Education Conference. The following information highlights events from the business meeting and half-day national institute.

The outcómes established for the business meeting included:

Desired Outcome #1

To generate a list of ideas for next year's national institute on gifted education for English Language Learners.

There was a general consensus that part of next year's Institute program include a session on the meaning of what it is to be gifted. It should not focus on characteristics of giftedness, but rather the conceptual and theoretical foundation of giftedness, with particular emphasis on bilingualism. Other suggestions included:

- Assessment & Identification Issues
- Best Practices in Curriculum & Instruction
- To Highlight an Innovative "Portrait of Success"

Desired Outcome #2

To brainstorm ways to increase membership of the Gifted Education SIG.

Unfortunately, due to time constraints we were unable to address this outcome in detail. However, as chairperson, clarification is requested on the following:

- Is membership to a SIG an option for new/current NABE members?
- Is a SIG membership free? If so, can we make this clearer on the membership application?
- Is it possible to get a list of SIG members on a quarterly basis?

Furthermore, of the ten individuals who attended the business meeting, I believe only two were "Official" SIG members. As a result, were the others eligible to vote on SIG business matters? Or, does their NABE membership give them a voting privilege in the SIG forum? Please clarify/advise.

Annual Report Summarizing the Institute Sessions

The national half-day Institute on Gifted Education took place on Saturday, January 30, 1999 from 11:00 a.m. to 3:00 p.m. in room C108 of the Denver Convention Center.

The sessions were as follows:

1. Best Practices in Curriculum & Instruction for Bilingual Gifted Students, Presenters: Mr. Will Ramos, Teacher Garland, TX; Ms. Betty Keeler, Teacher, Milwaukee, WI.

This presentation focused on best practices in curriculum and instruction for bilingual gifted students. Presenters shared strategies, displayed student work samples, and offered personalized accounts on how their respective programs came to be. The session was interactive and well attended. Handouts were available for audience participants.

2. Yes! There are Gifted Bilingual Students: Project GOTCHA — It Can Be implemented in Your School or District. Presenters: Dr. Jaime A. Castellano, Administrator Palm Beach, FL, Dr. Norma Hernandez, Consultant, Baton Rouge, LA, Ms. Nilda Aguirre, Consultant Baton Rouge, LA.

An overview of Project GOTCHA was presented to audience participants. This program allows schools and/or districts to identify and serve potentially gifted bilingual and/or ESOL students. Information and research findings outlining the characteristics of gifted students participating in the program during the past years were distributed. Again, this session was also well attended.

3. Complementing the Assessment of Bilingual Gifted Students with the Hispanic Bilingual Gifted Screening Instrument. Presenters: Dr. Rafael Lara-Alecio, Professor, Texas A & M; Dr. Beverly Irby, Professor, Sam Houston State University.

This last session served as the unveiling of the Hispanic Bilingual Gifted Screening Instrument. Drs. Lara-Alecio and Irby detailed the components of the instrument for audience participants. It was well received and very welcomed by many who acknowledge that there is very limited information in this area. The session was also well attended despite being the last session of the Institute held on the last day of the conference.

Summary and Conclusions

As we had anticipated, the half-day Institute was an overwhelming success. An equally important component was the networking which occurred before and after the Institute, as well as between the session. The sense of advocacy for both bilingual/ESL and gifted education was very apparent.

CONTINUED ON PAGE 32

SIG News and Notes

CONTINUED FROM PAGE 31

Recommendations

Comments were made by both audience participants and audience presenters regarding the times and day of this Institute. It was felt by many, that our Institute is deserving of a better conference day and time. For the past two years the Gifted Education Institute has been scheduled during the last day of the conference.

We would like to see that all Special Interest Groups be placed on a rotating schedule that allows them to offer their Institutes earlier in the conference. This strategy avoids the possibility that any SIG must plan their Institute on the last day of consecutive years, as we have experienced.

Feedback/advisement on this recommendation, and the other issues presented, would be greatly appreciated. Thanks for a great conference!

FYI:Recruiting Under-Represented Students for Participation in Gifted Education.

Teachers and administrators from the School District of Palm Beach County, Florida have developed the following strategies as part of a plan to include more under-represented students, including English Language Learners, into their Gifted Education Program. The information was gathered from a workshop held with over 300 teachers and administrators from ten Title I schools serving poor and minority students.

Do you agree with these strategies? Can you add more? For additional information, or to comment, please contact Dr. Jaime A. Castellano at (561) 434-7334.

School District of Palm Beach County Summer Institute for Title I Gifted Education Pilot Schools

Equity & Excellence
Phase II Training: August 2-6, 1999
Recruiting Under-represented Students for Participating in Gifted Education
Feedback From Teachers During
Phase I Training: April 1999
Feedback From Administrators
(Working on Gifted Issues Projects)

- Allow students to express themselves other than by an IQ or other standardized test.
- Agree to keep them in their home schools.
- Have a recruitment plan in place. Put in the School Improvement Plan.
- Gather data from multiple sources rather than from a single criterion.
- Use former students as ambassadors to assist in the recruitment process.
- Plan and conduct recruitment fairs in the local community, e.g., malls, churches, grocery stores.
- Develop strategies as part of the School Improvement Plan designed to target/identify gifted or potentially gifted students.
- Provide potential candidates with learning strategies to be successful in their transition to the gifted classroom.
- Select relevant curriculum and instructional methods and models that are culturally sensitive and meet students' cognitive and academic needs.
- Include after-school programming with accelerated and enrichment components that support and nurture the achievement of our under-represented students.
- Encourage newly identified students to visit gifted classrooms with their parents or guardians.

Equity & Excellence
Phase II Training: August 2-6, 1999
Recruiting Under-represented Students for Participating in Gifted Education
Feedback From Teachers During Phase I Training: April 1999
Feedback From Administrators
(Working on Gifted Issues Projects)

- Inform parents of programs (in their native language)
- Train teachers in the characteristics of gifted behavior of historically under-represented students.
- Offer accelerated opportunities.
- Use multimedia strategies to inform parents and community (Use their native language).
- Hire additional personnel to screen, evaluate and assess.
- Implement/administer alternative measures which focus on performance.
- Implement/administer non-traditional assessments.
- Develop programs and activities both in and out of school to help students increase awareness of their own talents.
- Design and implement student mentorship programs to include shadowing, internships, and sponsorships.
- Increase representation by ethnicity of teachers with gifted education endorsement.
- Collaborate with university pre-service programs to design modules specific to identifying and nurturing under-represented gifted student populations.
- Increase the selection pool of under-represented students by utilizing nontraditional measures such as portfolios, performance-based projects and activities, and opportunities to demonstrate their unique skills and talents.

NABE Members

CONTINUED FROM PAGE 1

Last year, the House of Representatives passed the *Dollars to the Classroom Act* which would have block granted federal education money to local education agencies. The House also passed H.R. 3892, the so-called *English Language Fluency Act,* which block granted the federal bilingual education and immigrant education programs. Washington state Senator Gorton successfully passed legislation in the Senate to block grant federal education money to the governors. These pieces of legislation were touted as empowering local educators — teachers, principals, superintendents and school board members — with the flexibility to make the best decisions about how to educate children by allowing them to decide how to spend the money. Proponents of block grant legislation argue that the current categorical distribution of federal education money has too many strings attached.

Block granting federal education monies to the states/ local education agencies would eliminate the focus of federal education programs that have been created with nearly thirty-five years of strong bipartisan support. Each of the existing federal programs has been created to address a specific national concern that was not being adequately met by states and school districts. Title I was created to help children in high-poverty communities and those at risk of educational failure receive the extra academic support needed to succeed in school. The federal Bilingual Education Act was enacted to help limited-English proficient (LEP) children have equal access to academic learning while they were learning English. Block grants would eliminate the focus of these programs and create "general aid to states" with nearly $12 billion in federal programs.

The block grant approach to distributing federal education dollars takes the emphasis away from school districts with the greatest need for funds and the highest quality programs. A January 1998 General Accounting Office Report found block granting money to states is a method which has proven ineffective in delivering aid to America's neediest students. Further, the use of block grants would eliminate the requirement that the federal funds "supplement" current state and local expenditures, not supplant the state and local education agencies' financial responsibility. This language is needed to verify that federal funds are not used to replace local and state funding.

During the 106th Congress, there have been many bills introduced to block grant the majority of federal education programs. The most recently introduced piece of legislation introduced in the House and Senate is H.R. 2300/ S. 1266 the *Academic Achievement for All Act* known as the Straight A's Act. The goal of the bill is to allow states to combine funds from the federal K-12 education programs they administer at the state level. Participating states would be required to set specific performance goals to reach by the end of five years. States that do not substantially meet those goals would be required to revert to the categorical, regulated program structure.

The majority of the educational community, including NABE, opposes this bill because it block grants all the ESEA programs creating "general aid" to states with no accountability. In a statement released by the U.S. Department of Education, Secretary Richard W. Riley stated,

> The Republicans' "Straight A's" proposal simply doesn't make the grade and should more appropriately be called the Anti-Accountability Act. This bill provides no commitment to raising standards or improving student achievement and destroys targeting resources to the children who need them most. At a time when we need to strengthen accountability, improve teacher quality, fix failing schools and end social promotion, this approach moves in the opposite direction. This bill fails to ensure that federal resources are spent effectively on practices that work.

To see the full statement of Secretary Riley go to <http://www.ED.gov/PressReleases/06-1999/ach4all.html/>.

Private School Vouchers

Under the pretext of supporting parental control and choice over their child's education, many in Congress are supporting proposals that would create federally sponsored vouchers for students. Others in Congress would like to offer a federal tax cut for expenses incurred to send children to private parochial schools. Proponents of federally sponsored vouchers argue that public schools have failed students and families because there is a monopoly on public schools. Voucher supporters believe competition for students and public funds will make public schools more efficient and effective if they want to remain in the "business" of educating students. Many voucher supporters focus especially on poor, minority and urban students. Their message to the many minority communities is that vouchers will help their children escape the failure of their public school.

Implementation of voucher programs sends a clear message that we are giving up on public education. Undoubtedly, vouchers would help some students. But the glory of the American system of publiceducation is that it is for *all* children, regardless of their religion, their academic talents or their ability to pay a fee. This policy of inclusiveness has made public schools the backbone of American democracy.

NABE opposes school vouchers because we are a strong supporter of effective public education. NABE recognizes

CONTINUED ON PAGE 34

NABE Executive Board Meets

CONTINUED FROM PAGE 1

ington, D.C.; and Treasurer: Paul Martinez of New Mexico. The officers are joined on the Board by Members-at-Large: Joe Bernal of Texas; Susan Garcia of Colorado; Phyllis Noda of Michigan; and Susan Pien Hsu of New York.

Bold Goals and New Directions

During what was a highly productive meeting, the Board approved the Association's 2000 Fiscal Year budget and discussed a restructuring of NABE's annual conference. In conjunction with a set of clear and bold goals charted by Executive Director Pompa, the Board also discussed the revamping of many of NABE's key activities and services to its membership. Among the items discussed were: strengthening the relationship with NABE Affiliates and individual members; diversifying and increasing funding; improving customer service; supporting and protecting access to a world class education for second language learners; strengthening public education efforts; and re-framing the issue of bilingual education in the public eye.

Para-Educator SIG

Within their discussions, the Board also addressed, and unanimously approved a request submitted by the NABE Membership to establish a NABE Para-Educator Special Interest Group (SIG). The goal of the SIG is to: identify and disseminate effective practices, policies, procedures, train-

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NABE Members

CONTINUED FROM PAGE 33

the need for much needed improvements in the current system, but finds vouchers to be a step in the wrong direction. Any reform should focus on improving the quality of instruction in our nation's schools. LEP children constitute America's fastest growing school-aged population, and the vast majority attend our nation's public schools. In the case of LEP students, this can best be achieved through increased professional development efforts and the recognition of a child's native language as both a tool and an asset in the education and personal formation of the individual. Furthermore, meaningful reform must also take into account such issues as distressed school facilities and lack of books. Vouchers would do little to address these crucial concerns. Instead, a voucher system would likely divert crucial assistance from the schools that will continue to serve most language minority children to private institutions.

The Following Bills Have Been Introduced:

- S. 14 *Education Savings Account and School Excellence Act* introduced January 19, 1999 by Sen. Coverdell (R-GA). The bill allows parents, grandparents or scholarship sponsors to contribute up to $2,000 to IRA-style savings accounts to pay for educational expenses for K-12 public, private, religious or home schools.
- S.277 *Educational Opportunities and Excellence Act* introduced January 21, 1999 by Sen. Coverdell. The bill contains education tax subsidy provision, *Dollars to the Classroom*, merit pay for teachers, funding for statewide teacher assessment exams, and a tax credit for elementary and secondary school expenses.
- S.138 *K-12 Community Participation Act* introduced by Sen. Kyl. This bill would amend the 1986 Internal Revenue Code to allow businesses or families to claim a tax deduction of up to $250 annually for any K-12 expense, including home schooling, tuition, and tutors. The bill would also create "school-tuition organizations" providing tax credits to consortia of businesses that devote 90% of their annual income to K-12 school choice initiatives.
- S.50 *Options for Excellence in Education Act* was introduced by Sen. Kay Bailey-Hutchison. The bill contains public and private school choice. The bill would allow states to create private school choice programs for students who have families with incomes below the poverty line; whose performance on statewide student performance exams place the students in the bottom half of students at their grade level; and who attend a school served by a local education agency (LEA) deemed to be in the 25 percent of the state's LEAs that serve the lowest performing students in the state. If they meet these requirements then parents can use federal funds to pay for tuition of up to $5,000 for private or parochial schools per year, per student.
- S667 *Educating America's Children for Tomorrow*, also known as "ED-ACT", was introduced by Sen. McCain on March 18, 1999. The bill creates a three-year demonstration project for ten states or localities to implement a voucher program for low-income parents.

Should the legislation pass during the 106th Congress include the proposals listed above, it will impact our Nation's ability to educate our children well into the next millennium. To promote equity and educational excellence for all of America's children, NABE members will need to be informed and active participants. We are confident NABE members will continue to heed the call to leadership.

- NABE -

ing and professional careers paths which will facilitate and integrate the paraprofessional as a member of the instructional team.

Some of its objectives include: identifying research that focuses on the effectiveness of the para-professional in the instructional process; exploring the development of policies and procedures which will facilitate the involvement of para-professionals in schools; and identifying national and local career-ladder programs and educational opportunities for para-educators within school districts, colleges, and universities.

UTEP's Dr. Josefina Villamil Tinajero presides over the NABE Executive Board as it's President for a third consecutive year.

NABE 2000

The official theme for the upcoming NABE Conference, which will be held in San Antonio, Texas on February 15 – 19, 2000, was also approved by the Board. *The Power of Language – Bringing Us Together!* builds on NABE's work through the last several decades and will serve as the unifying backdrop for what is expected to be the Association's most successful and best-attended conference to date.

National Issues

The NABE Board also discussed the many issues that impact bilingual educators throughout the country, including the reauthorization of the Elementary and Secondary Education Act (ESEA) in Congress, and the proposed anti-bilingual education state-ballot initiative in Arizona.

During its discussions on the reauthorization of the ESEA, the Board adopted positions on various key issues within the legislation, including: time limits, program accountability, the role of the Office for Civil Rights, parental choice, English-language assessment, professional development, and the creation of parent resources centers.

In its discussions on the Arizona anti-bilingual education state ballot initiative, the Board explored possible ways to further strengthen the efforts of bilingual education supporters in that state, and declared NABE's work in this respect a priority for the coming year.

Dr. Santiago Wood administers the NABE Executive Board Oath of Office to the Association's President and Vice President.

With the installation of its new leadership and its desire to move the Association forward, the Board identified several other key issues, including the appointment of a new Parent Representative, and posted them on the agenda for its next meeting. That gathering of the Board will incorporate a NABE Board and Staff working session and is expected to take place sometime within the next several weeks at NABE's headquarters in the nation's capital.

Colorado's Susan Garcia and New York's Susan Pien Hsu are sworn in as Members of the NABE Board.

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Video	Audio		
☐	☐	NABE99-GS1	**Opening Ceremonies**, J. Tinajero
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☐	☐	NABE99-GS3	**Keynote Addresses**, N. Mineta and R. Yzaguirre
☐	☐	NABE99-GS5	**Presentation of Awards/ Keynote Address**, *Current Trends in Bilingual Special Education*, L. Baca
☐	☐	NABE99-GS6	**Awards Gala** Presentation of Awards
☐	☐	NABE99-FS05A	**Featured Session**, *Beyond Adversarial Discourse: Searching for Common Ground in the Education of Bilingual Students*, J. Cummins (2 audio cassettes)
	☐	NABE99-FS01	**Featured Session**, *Moving Away From a Culture of Blame and Shame to a Culture of Same*, L. Aceves, J. Coto, R. Cruz, and S. Wood
	☐	NABE99-FS02	**Featured Session**, *The Benefit of a Multilingual Workforce*, E. Archuleta
	☐	NABE99-FS03	**Featured Session**, *Diversity: Context, Conflict and Community*, N. Hill, Jr.
	☐	NABE99-FS04	**Featured Session**, *Fulfilling the Promise: Equity and Educational Excellence Through the Reauthorization of the Bilingual Education Act in the 106th Congress*, J. Lyons and P. Loera
	☐	NABE99-FS06A	**Featured Session**, *Condemned Without a Trial: Bogus Arguments Against Bilingual Education*, S. Krashen (2 cassettes)
	☐	NABE99-FS07	**Featured Session**, *Revisiting Professional Preparation Standards for Bilingual Education Teachers*, K. Escamilla, E. García, E. García, J. González, and M. Haddad
	☐	NABE99-FS08	**Featured Session**, *All-Around Excellence: New View of Promoting Excellence*, S. Herrera, E. Izquierdo, and C. Rivera
	☐	NABE99-FS09	**Featured Session**, *Como elevar la capacidad de aprendizaje del estudiante a través de las artes del lenguaje en español*, A. Ada, I. Campoy, S. Diez, and A. Fernández
	☐	NABE99-FS10A	**Featured Session**, *Effective Practices for Bilingual Education*, D. Freeman and Y. Freeman (2 cassettes)
	☐	NABE99-FS11	**Featured Session**, *Exercising the Spirit: Creating a Community That Celebrates Languages*, Children and Literacy, P. Mora and J. Tinajero
	☐	NABE99-FS12	**Featured Session**, *The Struggle for Quality Bilingual Education in Denver Public Schools*, Padres Unidos
	☐	NABE99-FS13	**Featured Session**, *Southeast Asian American Education: An Invisible Crisis*, D. Van Lo
	☐	NABE99-FS14	**Featured Session**, *AMAE in Bilingual Education and Civil Rights*, R. Garay
	☐	NABE99-FS15A	**Featured Session**, *Using the ESL Standards for Curriculum and Assessment Development*, M. Gottlieb and D. Short (2 cassettes)

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NABE News

The news magazine about educational equity and excellence through bilingual education

Language-Minority Children Shortchanged as H.R. 2 Passes

by Patricia Loera, Esq.

H.R. 2, the *Students Results Act*, reauthorizing Title I of the Elementary and Secondary Education Act (ESEA) was voted out of the U.S. House of Representatives on October 21, 1999. The bill passed with a 358 to 67 bipartisan vote. H.R. 2 also reauthorized Title VII, the English Language Proficiency and Academic Achievement Act (previously entitled the Bilingual Education Act).

Title I is the cornerstone of federal support for students most at risk of low educational achievement due to poverty. H.R. 2 authorized $8.35 billion for the Title I Local Agency Grants in Fiscal Year 2000, plus more for related programs for Native Americans, rural, homeless children and other special student populations, for a total of $9.33 billion a year for five years.

Title I Reauthorization: The Student Results Act

The bill, touted as a bipartisan compromise, included a very harmful provision for "Parental Notification and Consent for English Language Learners." NABE, and numerous educational and civil rights organizations, opposed this provision because it would result in denying access for millions of limited English proficient (LEP) students to important Title I educational services.

Recognizing that the LEP student population was one of the fastest growing sectors of the school age population and that LEP students were most in need of quality educational services, Congress explicitly stated in the 1994 Improving America's Schools Act that "limited English proficient students are eligible for educational services *on the same basis* as other children selected to receive Title I services." Prior to this historic policy of inclusion, LEP children were not served through Title I due to the onerous administrative requirements that local educational agencies demonstrate that the needs of LEP children stemmed from educational deprivation and not solely from their limited English proficiency.

While NABE is extremely supportive of the effective parental involvement provisions in Title I, our association opposed the "Parental Notification and Consent for English Language Learners" requirements because the provision creates harmful educational policy for LEP students. The bill:

- **Is inconsistent with Title VI of the Civil Rights Act.** The bill has a disparate impact on LEP students, as they would be the only group required to obtain "informed parental consent" in order to receive the educational services to which they are otherwise entitled. This disparate treatment raises numerous concerns under Title VI of the Civil Rights Act of 1964 which guarantees access to equal educational opportunities for LEP students.
- **Creates a disincentive for schools to serve LEP students appropriately through Title I.** The administrative burden placed on schools before they can provide appropriate services tailored to LEP students' unique needs would be so great under this provision that schools will be tempted to overlook the need for specialized language services for LEP students.
- **Pits the needs of children against the politics of language.**

Title VII Reauthorization

The House Committee on the Education and Workforce originally scheduled Title VII for full committee markup with the rest of H.R. 2 on October 5, 1999. At the last minute, the Committee Staff pulled Title VII from the markup. After negotiations between Republican and Democratic committee staff, including representatives from the Congressional Hispanic Caucus, Title VII was included in the manager's amendment when H.R.2 was considered on the floor, October 19th, 1999. The manager's amendment was passed by voice vote.

CONTINUED ON PAGE 9

ISSUE HIGHLIGHTS

SAT-9 Scores and Proposition 227 6
Multiple Intelligences 16
The End of Education 24

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TABLE OF CONTENTS

H.R.2 Passes 1
President's Msg 3
Executive Director's Msg 3
SAT-9 Scores and Prop 227 5
Send Parents to NABE 2000 8
Bilingual Research Journal 10
Breaking the Narrow Mold 11
NABE Products Order Form 14
Asian/Pacific Amer. Ed. 15
NABE '99 Tapes 20
New Web Site Is Valuable 21
Resources for Bilingual Ed. 22
Indigenous Bilingual Ed. 24
Portraits of Success 26
Upcoming Events 31
BJR Subscription Form 32
Book Review 35
Final Vote Results for H.R. 2 .. 37
Membership Application 39

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Message from the President

The Power of Language

by Dr. Josefina Villamil Tinajero

I am honored to join you on this very special day. It's great to be here to share my own enthusiasm and excitement about TABE '99 and about the work that we do as bilingual educators. As NABE president, I am proud to be a Texan and to join a long tradition of Texans serving as NABE Presidents—Juan de Dios Solis, Albar Pena, Maria Medina Seidner, Gloria Zamora, Josue Gonzalez, Jose Agustin Ruiz-Escalante. Thank you for the opportunity for NABE and TABE to come together, to learn together, to rejoice together—to work together for a brighter future. Together we've faced good days; we've faced challenging days; and, we've even faced some tumultuous days. But we do so together—together on the brink of the next millennium.

Indeed, this is the last TABE Conference of this millennium. It is the last TABE Conference of the 20th Century which means that each one of us here spans two centuries, spans two millennia and spans at least two languages. We are, therefore, bicentennial, bimillennial, bilingual and bicultural! There are very few concepts that transcend being bicentennial, bimillennial, bilingual and bicultural—and one of those few things is *story*. *Story* crosses ages; *story* crosses languages; *story* crosses cultures. *Story* is a universal form of human expression. *Story* carries a message. And so, I will begin by telling you a *Story*.

Even Eagles Need a Push

The eagle gently coaxed her offspring toward the edge of the nest. Her heart quivered with conflicting emotions as she felt their resistance to her persistent nudging. "Why does the thrill of soaring have to begin with the fear of falling?" she thought. This ageless question was still unanswered for her.

As in the tradition of the species, her nest was located high on the shelf of a sheer rock face. Below there was nothing but air to support the wings of each child. "Is it

CONTINUED ON PAGE 4

Message from the Executive Director

Beyond the Choir – Voices, Not Echoes

by Delia Pompa

People pay more attention to those they trust. It is a basic tenet of strategic communications. While radio, television, and print media play a large role in shaping our opinions, ultimately the individuals with the greatest influence over how we think are much closer to home. They are our colleagues and our neighbors, our family members, and friends. Their views help shape our own, and while we are bombarded daily by Madison Avenue, we continue to attach much more weight to the information conveyed to us by the individuals in our own circles.

NABE is a diverse family, and for the last thirty years, we have built a network—one person at a time—that stretches across our nation. This is *our* circle, and each of the thousands of individuals in it plays a crucial part in our work.

But building public understanding around something as important as the future of our children, implies engaging more than just like-minded individuals. It means expanding the circle to include a greater number of people and forming coalitions with a wider range of organizations. It means taking a long and careful look at what we say and how we say it and sharing our message with more than just the choir.

Last month, NABE co-hosted a briefing for congressional staffers on Capitol Hill. It focused on several key issues in the reauthorization of the Elementary and Secondary Education Act. The standing-room-only audience included representatives from Senate and House offices and, more important, from Democratic and Republican members that had varying

CONTINUED ON PAGE 34

Message from the President

Continued from page 3

possible that this time it will not work?" she thought. Despite her fears, the eagle knew it was time. Her parental mission was all but complete. There remained one final task—the push!

The eagle drew courage from an innate wisdom. Until her children discovered their wings, there was no purpose for their lives. Until they learned how to soar, they would fail to understand the privilege it was to have been born an eagle. The push was the greatest gift she had to offer. It was her supreme act of love. And so, one by one, she pushed them, and they flew! (McNally, 1990).

This story reminds me of all of you and of all those extraordinary educators committed to the education of our children—our precious children—who in the past were routinely denied an equal educational opportunity, punished for speaking their *mother tongue*, and allowed to sink in a sea of English. No more! Just like the eagle, you shelter, you love, and you care for our precious children. But when it's time, you also coax them toward the edge of the nest—into the world of literacy and biliteracy, into the world of critical thinking, into the world of technology, and more often than not, into the world of the mainstream classroom. Not unlike the eagle, you draw courage from an innate wisdom. Until our students discover their wings and learn how to soar, they will fail to understand the privilege of having been born with the gift of bilingualism.

Bilingual Educators at Their Best

I sincerely believe that as a community of educators, you represent the highest ideals of our profession—a profession dedicated to promoting educational excellence and equal educational opportunities for all children. You represent teachers at their best—passionate and compassionate teachers devoted to making a difference for children; you are dedicated to the ideal that through education, everyone will enjoy more meaningful lives. As a community of bilingual educators, you have dedicated unselfishly your professional lives to making a difference and exhibited commendable personal qualities and ideals worthy of our mention. These ideals include *Fidelity to Humanity*, *Service* and *Toil*—ideals demonstrated by Kappa Delta Pi, an education honorary society.

Fidelity to Humanity. This ideal expresses our faith in the potential of every human being and in the improvement of the human condition through education, compassion in the contacts one has with humanity, and dedication to the concept that all persons shall find increased opportunity for experiencing more meaningful and richer lives (KDP Manual, 1998). Bilingual teachers know that "the potential to achieve high levels of cognitive functioning is a property of the human species and therefore is accessible to all children. We know that *dumbing down* the curriculum represents an insupportable denial of educational opportunity, and "it-is-a-frank violation of human dignity" (Stanford Working Group, 1993, p. 5). We will not stand for it. Our instruction must be just as rich, just as rigorous, and just as challenging as it is in any G.T. classroom—no less! Our children have tremendous talents and potential, and because they bear the gift of bilingualism, we need to recognize it as such. Being bilingual and multilingual is an asset, an intellectual accomplishment, a national resources, and a national treasure. We want to make sure that our national resource, that our national treasure is recognized as such and never again denounced or declared a deficiency!

> *"Being bilingual and multilingual is an asset, an intellectual accomplishment, a national resource, and a national treasure."*

Service. You represent this ideal of service—unwavering service and energy focused on bringing the magic and wonder of education to children. Never in my life have I worked with a group of people who are as giving, as passionate, and as hard-working as you, the community of bilingual educators. Bilingual educators seem to have a similar philosophy about why they were created—that sense of service, that sense of purpose, that belief that their lives matter, that they have something to offer to the world, to children in particular. They know that success, satisfaction, and fulfillment are the rewards for contributing their gifts and talents toward something that makes a difference (McNally, 1990).

Toil. You represent the ideal of toil—hard work; you've dedicated many, many hours of hard work and not settling for simply providing the minimum. You've accepted the challenge and searched for that perfect metaphor to make any abstract concept comprehensible and meaningful to children. Carefully and creatively you have prepared instructional materials to enrich children's vocabulary, searched for ways to organize and enrich thematic units, as well as set up interesting, interactive and engaging learning centers—and still you leave school with work to do at home. You are untiring and unselfish in contributing your time and talents to making a difference in the lives of children. Toil implies working with such faith and dedication that others are reborn to the cause of education. If one life—one life—has been given greater freedom and nobler vision,

Continued on page 33

SAT-9 Scores and California's Proposition 227

Drawing Legitimate Inferences Regarding Its Impact on Performance of LEP Students

by Kenji Hakuta, Yuko Goto Butler and Michele Bousquet[1]

The recent release of California's SAT-9 test scores for the 1998–1999 academic year has attracted a great deal of attention, as these scores included the results of the first cohort of LEP students to be tested since the June 1998 passage of Proposition 227. In an effort to minimize confusion and to place some perspective on the situation, the authors have put forth below an interpretation of what can legitimately be gleaned from the data and, most importantly, what this means for the future educational practices and policies relating to LEP students.

Exclusion from the Data of High-Scoring Upper Grade Non-Native English Speakers

SAT-9 scores for LEP students did increase somewhat from 1998 to 1999, especially in Grades 2 and 3 across the board. This increase was seen in statewide scores for LEP students. For example, a four percentile point increase in reading and a seven percentile point increase in math were made by LEP 2nd and 3rd grade students from 1998 to 1999. Similar increases were seen as well in the scores for all students, as depicted in Tables 1 and 2. (See <http://www.stanford.edu/~hakuta/SAT9> for a more complete breakdown of all scores discussed in this article.) It should not alarm anyone that the scores for LEP students did not increase as much in the higher grades; as students get into the higher grades, those who do well on SAT-9 (and other measures of English proficiency) are "redesignated" into non-LEP status. Therefore, scores for these students were not included in the LEP data, since the scores of students who perform well on these tests were omitted from the statistics.

Table 1. Statewide LEP Students' Reading Percentile Scores

GRADE	1998	1999	CHANGE
2	19	23	+4
3	14	18	+4

Table 2. Statewide All Students' Reading Percentile Scores

GRADE	1998	1999	CHANGE
2	39	43	+4
3	36	40	+4

Score increases for districts maintaining bilingual education

While an increase occurred in scores for LEP students in districts that claim to have faithfully implemented Proposition 227, such as Oceanside, a similar increase was seen as well in districts that have maintained various forms of bilingual education, such as Vista Unified, Santa Ana Unified, and Ocean View Elementary School Districts. At present, there is no scientifically defensible way to compare districts that have implemented Proposition 227 and those that have maintained bilingual programs. Both showed positive changes, especially in 2nd grade. Table 3 below depicts 2nd grade LEP students' percentile point increases in reading from 1998 to 1999 in these school districts.

Table 3. Comparison of 2nd Grade LEP Students' Percentile Scores in Reading for Oceanside School District and Selected Districts Maintaining Bilingual Education

DISTRICT	1998	1999	CHANGE
Oceanside City Unified	12	23	+11
Vista Unified	18	26	+8
Santa Ana Unified	17	23	+6
Ocean View Unified	17	27	+10

Score increases for districts that never had bilingual programs

Rises in SAT-9 scores were also seen for LEP students who have been in districts that have never had bilingual education programs. These districts had English-only programs in the year that Proposition 227 was passed and were, therefore, not impacted by Proposition 227's virtual elimination of bilingual programs. These schools with exclusively English-only programs include Orange Unified, Magnolia Elementary School District, Westminster Elementary School District, and Ever-

CONTINUED ON PAGE 6

Sat-9 Scores

CONTINUED FROM PAGE 5

green Elementary School District. Percentile point increases in reading for 2nd and 3rd grade LEP students in these schools can be found in Table 4. Although each of these districts experienced a rise in scores from 1998 to 1999, these increases cannot be attributed to Proposition 227 since language of instruction was not changed in the schools within these districts.

Table 4. 2nd and 3rd Grade LEP Students' Percentile Scores in Reading for Selected Districts That Have Never Had Bilingual Education

DISTRICT	GRADE	1998	1999	CHANGE
Orange	2	16	23	+7
Unified	3	15	16	+1
Magnolia	2	18	21	+3
Elementary	3	12	16	+4
Westminster	2	25	33	+8
Elementary	3	17	20	+3
Evergreen	2	50	54	+4
Elementary	3	30	42	+12

Score Increases for Low Scoring Native English Speakers

Dramatic rises in SAT-9 scores were found for native speakers of English at these grade levels in schools that registered very low SAT-9 scores in 1998. Focusing on 3rd grade data, this research study randomly identified 30 schools using State Department of Education data from 1998 in which there were fewer than three percent LEP students, but in which the average National Percentile Rank score was low (greater than 27th percentile) in Reading for 1998. The changes in these schools for 1999 were tracked. The data showed an average increase of eight percentile scores in reading from 1998 to 1999. Similar gains were also seen in math and language scores for these schools. (See our Web site for a table containing scores for all 30 schools.) At least some of the gains seen in these schools is probably attributable to a statistical phenomenon known as "regression to the mean" in which scores at the extreme ends of the statistical distribution move toward the population average (mean), such that low scores move toward the higher scores, and high scores move toward the lower scores. The gains experienced in these schools could not be attributable to Proposition 227, since these were native English speakers enrolled in schools where almost all of the students are not limited English proficient.

Proposition 227 Proponents' "Model District" Has Below Average Score Gains

Gains in SAT-9 scores were also evidenced for LEP students at 3rd grade. Researchers randomly sampled 26 schools that had high proportions of LEP students (greater than 80 percent), and who had low reading scores in SAT-9 for 1998 (below the 10th percentile). The changes in these schools for 1999 were similarly tracked. The results showed an average increase of four percentile scores from 1998 to 1999 in these schools in reading, and comparable gains in math and language. (Refer to the Web site for a table listing the scores of each of these 26 schools.) The extent to which these schools implemented Proposition 227 is not known. However, it is notable that Oceanside Unified School District, which has been proposed as the model for Proposition 227 implementation, showed a gain of three percentile points in reading for 3rd grade (from the 9th to the 12th percentile). This is below the average gain found in this sample of schools.

Incorrect Reporting of the Data by Proposition 227 Proponents

A final cautionary note is in order regarding Proposition 227 proponents' interpretations of its effect on the SAT-9 percentile point increases this year for LEP students. Proponents of Proposition 227 have incorrectly claimed on their Web site (see <http://www.onenation.org>) that "the Oceanside test scores revealed...average percentile increases ranged from 120 percent in mathematics to over 180 percent in reading." How they arrived at these figures has not been determined. Taking even the most optimistic picture to be found in the Oceanside data, the very highest percentile increase in math for the 2nd grade is from 18 to 32 (a 14 percentile point increase) and from 12 to 23 (an 11 percentile point increase) in reading for the 2nd grade. None of these increases, even in these best-case scenarios, approaches the claim of about a 120 percent to 180 percent increase.

The proponents' claim was probably based on making a comparison of the 1999 percentile score with the 1998 percentile score (i.e., for the increase from 12 to 23, one might divide 23 by 12, and come up with about 190 percent). This method, however, is incorrect. Without delving too deeply into the realm of statistics, it should be noted that when one starts with a low base any increase will end up as a much higher percent increase. For example, a school starting at the 50th percentile (the national average) that goes up the same amount of 12 percentile points to 62, using the same division, will show only a 124 percent increase. By the same token, for a school at the 50th percentile to have the same amount of increase of 190 percent, it would have to increase its score to the 95th percentile! And, to carry it to the extreme, a school going from a percentile score of one to two (not a very respectable level of achievement) would have a 200 percent increase. In summary, if one starts low, then one does not have to go up very much to show a high rate of increase. This is relevant to our discussion of SAT-9 scores; if increases are reported using a ratio of scores, any increases LEP students make will seem larger than those made by non-LEP students that generally had higher initial scores.

Does this mean that LEP students increased more than native English students, and therefore that we should accept the claim of a resounding success for Proposition 227? Of course not. Referring back to Tables 1 and 2, we see that both groups have increased by an equivalent four percentile points, the correct way to relay data of this nature. An even more refined analysis would review a comparable sample of native English speakers who had low scores, as we did in our analysis above—in this case, native English speakers in reading in 3rd grade increased an average of eight percentile points, compared to an average of four percentile points for LEP students. There was no other conclusion to reach other than that supporters for Proposition 227 will have to look elsewhere if they want to advocate their case.

Conclusions

The conclusion reached from this pattern of increases follows: the increases in LEP students' scores for SAT-9 from 1998 to 1999 need to be considered in light of the overall gains in scores found across the state for all students. LEP students' scores rose, as did the scores for non-LEP students. LEP students' scores in English-only programs rose, as they did for LEP students in bilingual programs. And, native English speakers in low-performing schools made gains, as did LEP students in low-performing schools. These gains were probably the result of a combination of things. The fact that schools and districts have gotten used to the tests and are taking them more seriously should be considered (this is typically found in the second year of testing programs, as is the case for SAT-9 in California—last year was the first time), as well as the fact that a variety of other initiatives such as class-size reduction may be taking effect. Additionally, it should be noted in the case of the low-scoring schools, that low scores statistically tend to rise because of "regression to the mean". Finally, when analyzing these scores, it is important to note that there are also a host of other uncontrolled factors that are involved in score fluctuations.

The policy conclusion reached by the study authors is that no one should be delighted by the fact that the overall performance of LEP students and of poor, native English speakers is very low on these standardized tests. These data should be mined further to determine why increases and decreases happened, and we should learn from the instances where high achievement occurred. We are delighted, however, that policy makers and the public, because of these data, have become concerned about the achievement of LEP students, and we are hopeful that this will lead to a deep and profound inquiry into how we can do better for the students. Better measures of English proficiency, such as those being proposed in California based on the English Language Development Standards, need to be identified. We have long argued that focusing exclusively on whether one should teach only in English or using the native language is a major distraction that occurs at the expense of coming to serious grips with the important question: How can we improve schools (August & Hakuta, 1997)? We hope that this experience with trying to interpret the most recent release of SAT-9 data will convince the public that we should stop pointing the finger at bilingual programs and get into a serious discussion of improving schools, whether they be English-only or bilingual.

References

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[1] The following students also contributed to the data analysis: Evelyn Orr, Jacob Mishook, Susan Baker, and Elsa Schirling.

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Send Parents to NABE 2000 in San Antonio

by Aurelio Montemayor

Our work in Texas to support parent leadership at NABE 2000, and in bilingual education generally, continues on several fronts. A small group of parents in San Antonio whose children are or have been in bilingual programs have been meeting regularly to prepare themselves to become more assertive and skillful advocates for bilingual education. Several brochures have been developed that can be used in their presentations. We are collecting any materials available for such a purpose.

VideoConference in Texas

IDRA conducted a Texas statewide video conference for parents on bilingual education and parent leadership on September 15,1999, with over 70 participants, the majority of them parents.

The key questions discussed during the video conference were:

- What are the benefits of bilingual education?
- What are the special benefits of a two-way bilingual program?
- What are the elements of a good bilingual program?
- How can a parent be a leader to promote and support excellent bilingual programs in their communities?
- What are some upcoming events related to bilingual education in which parents can participate?

The agenda included a panel of five parents from San Antonio giving their rationale for having their children in bilingual education, un-coached and unrehearsed. (We met as the program was going on the air, which was causing the facilitator to loose a few more of his rapidly diminishing hairs). Vignettes about bilingual education were discussed, with each site given small group discussion time, and then each site reporting their recommendations.

Participants were invited to the state and national bilingual conferences, to be held respectively in Corpus Christi, October 20–23, 1999, and in San Antonio, February 15–19, 2000. The last ten minutes of the video conference were spent in feedback about the session and suggestions for similar events. All participants were encouraged to speak to their campus principals and to program directors to find resources to attend the upcoming conferences.

The session was conducted bilingually (English/Spanish) with participants from various cities in Texas. All attested to the value of communicating with other parents around the state about bilingual education. Each participant was given a folder with the objectives/agenda, vignettes for discussion, definitions of bilingual education, articles on parent leadership, and registration forms for the state and national bilingual conferences. Most of the materials were English/Spanish bilingual. Over 200 packets were sent to regions across the state. Following the video conference an additional 100 packets were requested.

Local Re$ources for Parents

A very important focus, in Texas and nationally, regarding parent leadership has been encouraging local schools to set aside the resources necessary to send parents to the NABE 2000 conference. It is critical that a large number of parents from all parts of the country attend and participate. Also critical is that bilingual directors, principals and title one directors provide the resources for parents to attend.

The NABE board has authorized a very reasonable registration fee that includes NABE membership, and it is critical that the resources be found locally for parents to register and attend. The conference is the organization's major source of support for its advocacy efforts, and we need each school and school district to provide the resources for parents to attend in the same way that the resources are set aside for administrators and teachers to attend.

A dynamic institute in support of parent leadership is being planned for February 18–19 as part of the larger conference. Local and state committees of parents are already planning the process. The two day institute goes beyond having sessions of interest to parents; we are determined to support, facilitate and encourage dynamic, assertive and vocal leadership of parents for bilingual education. The parents' voice is the one that ultimately will be heard where educators who are bilingual education advocates might not be listened to.

Activities in preparation for NABE 2000 continue.

- The Parent Coalition for Bilingual Education needs names and addresses of parents who are bilingual advocates.
- We need any materials that are parent friendly and bilingual on bilingual education.
- Work now to recruit parents to attend NABE: commit the resources and encourage parents to attend.

The Challenge: That each school that is represented by one or more professional educators at the NABE conference also send one parent.

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Language-Minority Children

CONTINUED FROM PAGE 1

NABE and all other national Latino organizations such as NCLR, MALDEF and the National Hispanic Leadership Agenda all opposed the Title VII compromise bill. Despite the communities' staunch opposition, the Democratic leadership accepted the compromise bill. *Please see the vote results to see how your representative voted.*

The key changes to the amended Title VII include:

- **The name of the title has been changed from the Bilingual Education Act to the English Language Proficiency and Academic Achievement Act.**
- **Title VII will be block granted to the States once appropriations reach $220 million**
- Title VII only focuses on English language instruction stressing **programs that use only English to teach English. The bill does not recognize the value of native language instruction.**
- Title VII's professional development grants are considerably scaled back. The four grants under professional development are all collapsed into one grant.
- The National Clearinghouse for Bilingual Education (NCBE) was eliminated.
- The priority in funding for programs promoting dual language development for ***all* children was eliminated.**
- Informed parental consent must be obtained prior to school officials placing eligible students in language support programs using any Title I and VII funds. Thus, important language-support and educational services will be denied to LEP students until schools obtain "informed parental consent."

A more detailed breakdown of key provisions are included in the *NABE News* section of our Web page. If you would like to examine a copy of the full bill, you may access the document through the World Wide Web at <http://www.house.gov/> or you may request a copy from the NABE office, and we will mail you a copy by mail if you are a current NABE member. See pages 37-38 for the Final Vote Count on H.R.2.

The bill now moves to the Senate for consideration. The Senate Health, Education, Labor and Pensions Committee is now in the process of writing their version of the ESEA bill. NABE is working diligently for a successful reauthorization of Title VII, Bilingual Education Act in the Senate. It is now more important than ever that NABE members do the following:

What You Can Do

- Contact your Senator and educate them on the importance of ensuring LEP students receive appropriate instructional support to ensure their success academically. If your school has a current Title VII grant or uses Title I money to provide educational services to LEP students, urge your Senator to visit the school so he/she can see first-hand the importance of Title VII and Title I in helping schools educate LEP students. It is even more important that you contact your Senator if they are a member of the Health, Education, Labor and Pension Committee.
- Contact your Representative in the House and if they voted *for* (a yes vote) H.R. 2, the Student's Results Act, let them know how harmful and unfair the provisions are for LEP students. Representatives were fully aware of the harmful provisions as they received numerous letters and phone calls urging them to vote NO on passage of the bill. Explain to the Representative how their vote hurt their district, constituents, and LEP children.
- Please thank by letter or phone call, Representatives Xavier Becerra (D-CA), Ciro Rodriguez (D-TX), Charles Gonzalez (D-TX) and Lucille Roybal-Allard (D-CA) for their NO vote. These members voted NO on the bill despite heavy pressure to support the bill from Congressional leadership because of the impact of the harmful provisions on LEP students.
- Please share your feedback with NABE. It is important for our legislative staff to know our NABE members are contacting their Congressional representatives. Feel free to call Patricia Loera, Legislative Director at (202) 898-1829 or send an e-mail at <p_loera@nabe.org>.

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Bilingual Research Journal (BRJ)

A refereed journal of scholarship on bilingualism, bilingual education and language policy in education

The *Bilingual Research Journal* (formerly the *NABE Journal*) is a joint project of NABE and the Center for Bilingual Education and Research (CBER) at Arizona State University. *BRJ* is a refereed professional and scholarly journal devoted to research and informed discourse on topics of bilingualism, bilingual education, and language policy in education. The *Journal* is published and distributed both in hardcopy and via the World Wide Web at <http://brj.asu.edu>.

As an organ of the National Association for Bilingual Education, *BRJ* focuses largely on K-12 and higher education in the United States. We wish to expand that coverage to include research and scholarship from other nations and invite international scholars to submit their work. *BRJ* will accept manuscripts in English or Spanish. The typical length of articles in *BRJ* is 20–25 pages for research reports and essays. Articles in the "Research in Practice" section are usually shorter, ranging from 10 to 15 pages.

Articles are published only after undergoing a peer review process. This review begins with a suitability screening by the editors and staff of the *Journal*. This is followed by a blind review by a panel of readers who are experts in these fields. Most of the review work is done electronically. We encourage authors to submit articles as attachments to an e-mail message addressed to the editors. Articles should include a paragraph-length abstract. Please do NOT send articles to the NABE office.

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Breaking the Narrow Mold

New Mexico High Schools Seal Diplomas to Golden Future

by Mercedes Cisneros and Jaime Zapata

Angelita McGaharan is a lot like most college freshmen in the U.S. She spent last week getting herself acquainted with campus, visiting the library, looking over syllabi, meeting her professors, and learning the names of her new classmates. Where Angelita is very different from many incoming freshmen at the University of New Mexico (UNM), is in her ability to learn in more than one language.

> *English is my mother tongue. It's the language I use to communicate with my parents, and what I speak with most of my friends—but being bilingual gives me a world of options. Last year, I took World History and Biology in Spanish. Sure, I could have taken them in English, but I feel at ease speaking, reading, and writing in both languages, and it helps me make the most of the world around me.*

Angelita, an eloquent 18 year old, who is already adding Portuguese to her polyglot's dossier, credits a program at her High School—West Mesa, in Albuquerque, New Mexico—with her remarkable ability to shift seamlessly between Spanish and English. "The teachers at West Mesa had a great influence on me. They pushed us to excel, to learn everything that we could, and they helped us do it in Spanish and English." Last year Angelita, who turned down acceptance letters from Universities in California, Wisconsin, and Oregon, opted to stay in New Mexico. "I want to focus on Latin American studies and public relations, and UNM has a great program. There are many needs in that part of the world, and I want to do something about it."

Last July, when most seniors at West Mesa received their diplomas at their graduation ceremony, Angelita's bore something special—a bright golden seal that she had earned through countless hours of essay composition, interviews, and advanced level content courses in English and Spanish.

"This year only 13 seniors of a graduating class of over 400 earned the seal," adds Pilar Alcázar, West Mesa's Bilingual Coordinator. "The process of selection is very rigorous." In fact, the seal represents the completion of a set of requirements that surpasses the regular core curriculum competencies established by the Albuquerque Public Schools.

> *"Developing more than one language doubles both the power to learn and the power to earn."*
>
> *—Mary Jean Habermann, New Mexico State Department of Bilingual Education*

The criteria for selection is high. It evaluates proficiency in English and Spanish through tests, essays, and bilingual exit interviews. Students must also have four years of good attendance and discipline records, a high grade point average, and they must complete challenging classes in Spanish.

The program has been very well received by the students and their parents, and according to all teachers and administrators, has gone a long way towards presenting bilingual education in a whole new light. "Seventy five percent of West Mesa's students are Hispanic and more than half have Spanish as their mother tongue, but not all of them have been in a bilingual education program," notes Alcázar. "All 13 of our gold seal recipients have been in bilingual education. For too long, the program was portrayed as remedial, our kids show that it's about excellence!"

Carlos Chavez, the Bilingual Coordinator at West Mesa's neighbor school, Rio Grande High School, and the individual who has spearheaded a similar program at that institution, agrees. "We should set high standards and help our kids meet them. We don't need to put one language over another, our kids are proud of their bilingualism."

At Rio Grande, where the student body is over 90 percent Hispanic, 40 students received gold seals on their diplomas last year. Present among them is Becky Corral, who starts her quest for degrees in business administration and physical therapy next week at New Mexico's Technical Vocational Institute (TVI). "My parents were very excited about it. My family is from Chihuahua, Mexico, and they remember when I didn't speak any English. They are very proud that their daughter is bilingual."

Becky has worked as a nurse's assistant in downtown Albuquerque's Presbyterian Hospital and recalls many instances when her ability to speak Spanish allowed her to help patients. "I like to help people, and bilingualism opens many doors—in school and in jobs."

Like Angelita, Becky underwent a rigorous selection process to obtain her seal. She remembers her essay, *en español*, on the death penalty. "In my essay, I wrote that I'm for it. I think it scares criminals. I don't agree with it in every circumstance, but I don't think we should continue to spend so much money on jails."

Her classmate, Lorenzo Lovato, another of Rio Grande's gold seal recipients, begs to differ. "God gave up his life for us, and man does not

CONTINUED ON PAGE 12

Breaking

Continued from page 11

have the right to take it from another." Lorenzo's Spanish essay outlined the case against the death penalty. "I guess, you could say I'm religious. [Religion] is a big thing in my family. I go to church every Sunday." He even wrote his English essay on the Pope, the person he would most like to spend a day with. "I figure he is a very interesting man. He has done lots of things and probably has lots of insightful advice to share."

Lorenzo plans to start his own studies at TVI next January and wants to be a high school teacher. He notes that teachers have a huge impact on students' lives and adds that "they don't get paid what they deserve, but they make a huge difference."

He also speaks fondly of his grandmother, whom he says helped him with his Spanish classes. "English is my first language. My family is very proud of my bilingualism—especially my grandmother, because she speaks Spanish, and I'm the only one of her grandchildren who can communicate with her in the language."

Mary Jean Habermann, Director of Bilingual Education/Multicultural Education for the New Mexico's Department of Education, is quick to say how proud she is of what these remarkable young people have achieved. Habermann points out that by placing the seal on the students' diplomas, West Mesa and Rio Grande are displaying the belief that it is valuable for students to be proficient in English and, in the case of native Spanish speakers, develop the language they bring with them to school. She also adds that bilingual education is valuable not only intellectually, but for its potential in the job market: "Developing more than one language, doubles both the power to learn and the power to earn."

Parents like Julie McGaharan agree. She adds that "parents should seek out other options, not just what is presented to them. There are many choices when it comes to our children's education, and we should explore them. For their good, we should break the narrow mold!"

McGaharan also points out that most opponents of bilingual education seldom look at all the facets of the children's lives whom they serve. "People should experience things before they reject them. If they have doubts, they should come to our classrooms and see how much our kids are learning."

So what lies ahead for West Mesa and Rio Grande? Is there another crop of Lorenzo's, Becky's, and Angelita's in store? Alcázar has the answer. "Last year we kicked off our bilingual academy, and we've already got over seventy students interested. The requirements get stricter every year, but we know they will succeed." Angelita McGaharan would certainly agree. "I'm not the exception. If anyone works really hard, they can do it!"

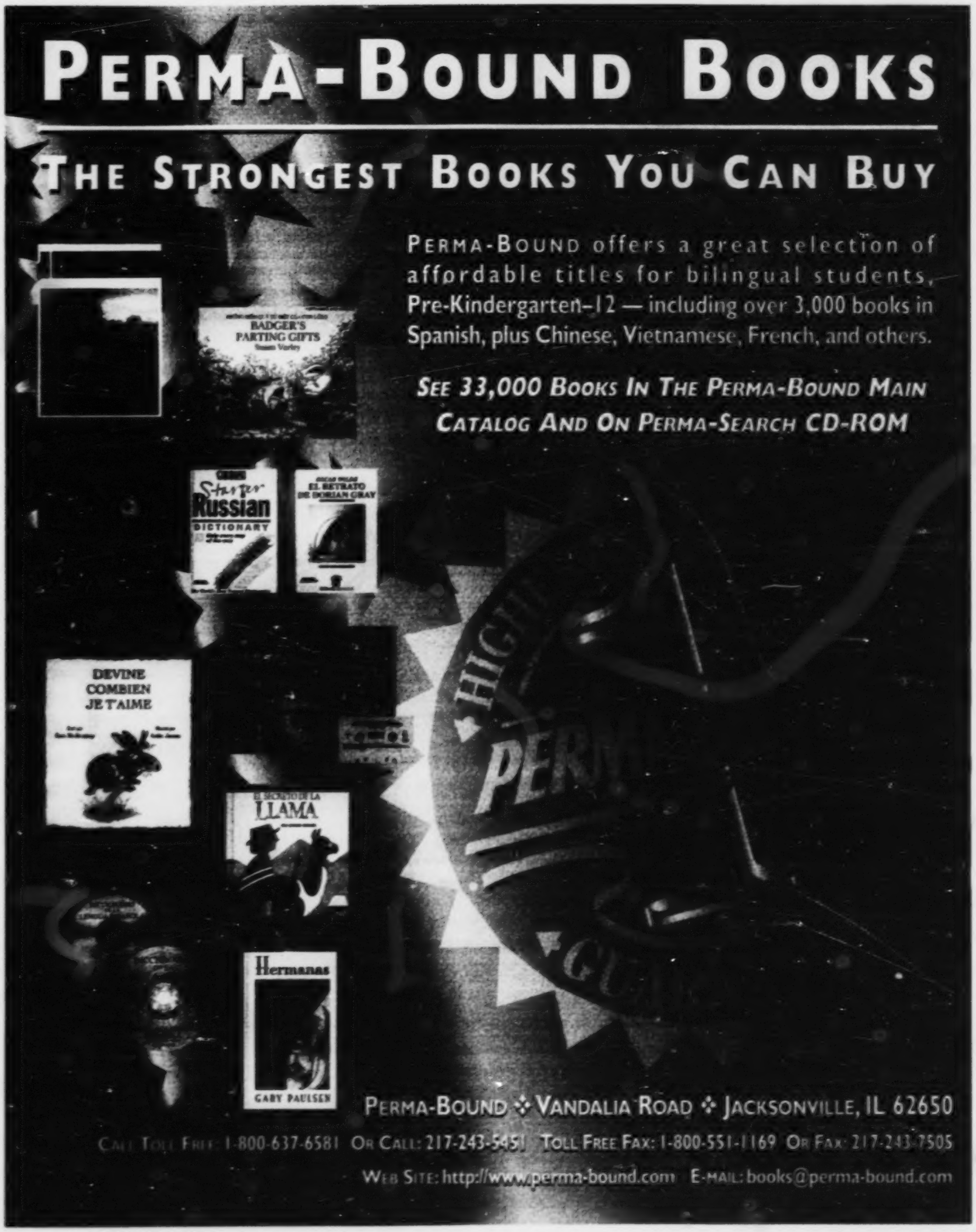
Call for Co-Editors

Administration of Bilingual Education Programs
NABE News

NABE is seeking two co-editors for the Column, *Administration of Bilingual Education Programs*, which addresses issues associated with implementing quality education for culturally and linguistically diverse children in PK-12 programs. Published eight times a year, the newsletter reflects the specific interests of NABE members and serves as a dissemination tool for NABE. Each co-editor would be responsible for submitting three to four articles. The articles should present focused professional information that provides guidance for best practices.

A candidate must hold an administrative position in a public school setting (principal, assistant superintendent, instructional supervisor or bilingual director), be active in the field of bilingual education, have publishing experience, and be a current member of NABE. Editorship requires managing multiple deadlines, coordinating with the *NABE News* Editor, adhering to production schedules, encouraging authors to submit articles, editing and proofing manuscripts, and submitting material electronically to <nabe_news@nabe.org> .

Interested persons should submit a letter of interest to
Delia Pompa at <d_pompa@nabe.org> or to Alicia Sosa at <nabe_news@nabe.org>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Asian/Pacific American Education Concerns

**Column Editors: Ji-Mei Chang, San José State University, CA and
Ward Shimizu, San José State University, CA**

Multiple Functions of Multiple Intelligences in the Life and Education of APA English Language Learners

by Ji-Mei Chang

Over the years, as a teacher educator and as a field-based researcher, I have been very privileged to work with many excellent teachers, particularly in the areas of addressing the diverse needs of English language learners enrolled in inner-city, urban, or Title I schools. One of the common characteristics of these very dedicated professionals is their willingness and ability to embrace the theory of multiple intelligences (MI) as a means to cultivate students' positive self-concept and utilize MI as diverse entry points (Gardner, 1991; 1999) to enhance teaching and learning activities.

The purpose of this article is to share with readers the multiple functions of Gardner's MI that might enhance the life and education of Asian/Pacific American (APA) English language learners. Many families of these learners were from the diverse regions of Asia or Pacific Islands; such a family background is often quite different from the background of the vast majority of school personnel in the states. To support these learners, we need to be responsive and innovative in our approaches. I will briefly present how MI might contribute to the quality of these learners' lives and education in four topical areas. These are: substantiating respect among diverse professional aspirations; valuing disabilities within disabilities; realizing individual differences in former schooling; and adopting MI as diverse entry points for teaching for understanding.

Information and discussions presented in this article were synthesized from three projects launched in recent years. These projects were conducted among teachers of different groups in diverse settings with one common thread, the application of MI to facilitate the participating teachers' personal and professional development. The observations and findings obtained from these projects hold implications for APA English language learners, particularly among those who might be from a similar school environment as the ones in Taiwan.

The first project, Chinese teacher-leader project, was conducted among K-12 Chinese language or heritage school teachers in Northern California (Chang, Lee, L. Chang, & Lin, 1997; Chang & Lee, 1997). The second one, a school reform project aimed at supporting students placed at-risk of school failure, was conducted among seven participating schools involving a wide range of 1st–9th grades Chinese teachers in Taiwan (Chang, 1998a; 1998b; 1999a; 1999b). The third one, a teacher collaboration project, involved English language development, general and special education teachers in a middle school in Northern California where there was a high enrollment of Asian American English language learners qualified for Title I services (Chang, 1998c).

Howard Gardner's (1983) theory of MI is well known to many educators and field practitioners in this country, and it has become increasingly popular among Chinese teachers in Taiwan. Gardner proposed that each individual possesses at least eight intelligences, and these are linguistic, logic-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist intelligences. In 1999, Gardner emphasized that MI can be applied in schools at least in three ways: To provide powerful entry points, to offer apt analogies, and to provide multiple representation of core ideas of any chosen topics in school curriculum. These are what we have focused on in the aforementioned projects, and we found that many teachers could easily identify with such diverse entry points, or as we referred to them, as multiple paths to teaching and learning. MI has also been widely adopted in many fields as evident from a search of topics presented in various journals, books, and websites. Here are the four aspects of education and life that I propose to be critical to the overall development of APA English language learners in their family, school, and community:

Substantiating Respect among Diverse Professional Aspirations

With its multiple perspectives on human intelligences, MI provides a basis for individuals to gain self-respect. MI may also provide a basis for the public to re-examine their own bias regarding traditionally held mis-assumptions. Based on participating teachers' journal entries, I believe that having the knowledge of MI and a school environment that values MI may assist APA individuals in communicating meaningfully and intellectually with their family and friends about the value of their professional aspiration beyond traditionally acknowledged fields. For example, a preservice teacher in Taiwan referred to MI as a kind (or /shan4-liang2/) theory after he learned about the bodily-kinesthetic intelligence, as reported by one of my co-researchers in Taiwan (Tyan, 1999). This young man reflected on how he was rejected by his

CONTINUED ON PAGE 16

Asian/Pacific American

CONTINUED FROM PAGE 15

former girlfriend's family based on his chosen profession (physical education or PE teacher) because he majored in PE and was perceived as an air-head or of lesser intellectual ability by her parents. In the course of studying MI, the young man gained critical professional language, self-confidence and self-respect to support his professional choice.

Based on field observations and TV interviews of celebrated artists in Taiwan, for example, we may discover that this young preservice PE teacher's experience is not unique. Individuals in the fields of performing arts (bodily-kinesthetic), music, or visual arts (spatial) often expressed having similar negative experiences with family members before they succeeded in their chosen field. In addition, these fields are not thought of as academic endeavors, or they may be less valued, particularly in many grade schools. For example, in the United States, budgets for music and art classes are often being cut by many financially strapped school districts because these subject areas are not perceived as an academic curriculum. As educators, we need to be aware of the kinds of signals we have sent to young children and their families.

Valuing Abilities Within-Disabilities

For years, the MI framework has provided the pre- and in-service teachers in my classes with a very informed, healthy, and meaningful perspective in many practical ways. Briefly, it helps guide our field practitioners, families, and students to value abilities within disabilities and, most important, support a change of paradigm, moving effectively away from a "within-child deficit" orientation to a multiple abilities orientation. This is critical for APA individuals who are from the regions where there are no educational labels (see note 1) for mild disability categories such as learning disabilities (LD), dyslexia (or reading disabilities), attention deficit disorder (ADD), or attention deficit hyperactivity disorder (ADHD). Based on our field observations and study (e.g., Chang, 1995), it is very common for Chinese/Asian' parents, relatives, or community informants to dismiss such labels and conclude that their child is simply lazy or not trying hard enough. For the child's well being, we do need to inform parents about the reality of such disabilities, but we also need to help parents and community informants identify the multiple abilities or intelligences within their child with or without any such disabilities.

* * *

> *It helps...to value abilities withing disabilities and, most important, support a change of paradigm, moving ...from a 'within-child deficit' orientation to a multiple abilities orientation.*

* * *

Since the concept and identification of LD and dyslexia are rooted in western countries, neither of these interrelated disabilities is understood or addressed in many Asian regions. Back in 1987, I conducted a reading study among elementary school children with reading disabilities in Taiwan. We learned that the identification processes were laborious and challenging, primarily patterned after the western practices of ability (IQ)/achievement discrepancy criteria (Chang, Tzeng, & Hung, 1992). To this date, the identification of students with LD has not been very easy there. However, to their credit, school personnel do not accept the American criteria of "two grades below" as one of the indicators to qualify for special education services among such students. Chinese first grade teachers in Taiwan's metropolitan cities were encouraged to identify and refer students toward the end of the spring semester in order to provide critical early intervention.

Over the years, I also learned that APA families may need organized community support to fully accept their child with such disabilities. Otherwise, they are still confined by a traditional within-child deficit perspective blaming the victim without seeking constructive support for such individuals. As educators, we need to reach out to their communities to help generate a supportive environment for these families. One approach might be citing the high achievement and successes of high-profile individuals with LD or other disabilities. We may help families get inspired to closely analyze the aspects of MI within those individuals and encourage the child to advance themselves with or without disabilities.

I was very impressed with ABC's (American Broadcast Company) 20/20 interview of John Chambers, CEO of Cisco, back on September 15, 1999. Now a benevolent leader in the Silicon Valley high-tech industry, he acknowledged that he was identified as learning disabled in school. Chambers' admission even took many teachers in my classes by surprise because they could not believe that persons with LD could achieve success in the high tech industry. Another inspiring example is the former Prime Minister Lee Kuan-Yew of Singapore. A few years ago, in support of Singaporeans' effort to help individuals with dyslexia, he also shared with people that he is dyslexic. His admission shocked many Chinese teachers and school administrators in Taiwan and in the states because the concept of dyslexia or LD has not been very well understood or discussed publicly within the Chinese community. We can easily help APA English language learners and their families by presenting them with many role models with LD or other disabilities.

We must also identify multiple abilities within children with severe disabilities. Oliver Sacks' Public Broadcast System documentary series, *Mind Traveler*, provides excellent examples of identifying multiple abilities within individuals with Williams' Syndrome. The identifiable disabilities, in number and spatial abilities, within these individuals who also exhibit linguistic/verbal musical, bodily-kinesthetic, and interpersonal strengths baffles many scientists, teachers, and families. The *Mind Traveler* also depicts specific intelligences within individuals with autism. Many of the intelligences within these individuals with autism are valued in today's society (e.g. visual art). Many teachers' reflection after viewing *The Mind Traveler* indicated that they were more willing to accept the alternative perception regarding disabilities. MI indeed helps us broaden the perception of disabilities, and it also help us focus on the total person first, then addressing their abilities and disabilities.

Realizing Individual Differences in Formal Schooling

To provide appropriate instruction based on individuals' unique abilities is a traditional Chinese educational philosophy; hence valuing individual differences should have a deep root in Chinese school practices. However, such an ancient value is often conveniently replaced by western practices of IQ tests as a part of modern schooling. Coupled with highly competitive entrance examinations to enroll in a desirable high school and university/college, tracking systems have become a way of addressing the needs of those who fit school demands while systematically leaving out those students who could not keep up with the pace of a rigid instructional agenda and uniformed academic achievement tests. I termed such a phenomenon of examination-led schooling as one of the school system's LD (Chang, 1998b). Such systems fail many students with little or no control over these students' own learning and achievement simply because they are unable to keep up with such a uniform approach to school practices.

Recent educational reform efforts in Taiwan targeted the elimination of the rigid structure and traditional instructional activities of formal schooling. Although the change has been slow, it has provided impetus for many teachers and administrators to seek sustained professional development opportunities for such school reform (Chang, 1999a; 1999b). MI was adopted as one of the theoretical frameworks, along with Vygotsky's social theory of learning, in many subsequent professional development projects launched among Chinese teachers in Northern California and Taiwan (Chang, 1998a; 1998b; 1999b). Furthermore, MI has become an important mediating tool to reorient families and schools to examine ways that we may substantiate individual differences throughout formal schooling without the burden of uniformity.

> *We must also identify multiple abilities within children with severe disabilities.*

In the last three years, many participating teachers generated MI-based lesson plans and instructional activities with team support. Moreover, participating teachers were also active in workshop presentations to disseminate information to other interested teachers and schools (Chang, et. al. 1997; Chang, 1998b). In addition, the Taipei Municipal Teachers' Inservice Center (1999) published teachers' cumulative work in an MI-based professional portfolio, which I termed as the MI-based Growthfolio in our effort to facilitate teachers' personal and professional growth in process-oriented assessment processes.

The change is not easy, but through collaborative projects, we were able to pursue and cultivate a grassroots effort among various participating schools in Taiwan and teachers in Northern California to sustain professional development activities for school reform. We are all optimistic since the teachers can relate to ancient Chinese philosophy and care for students' learning guided by MI principles within a modern context.

Adopting MI as Diverse Entry Points for Teaching for Understanding

Working with a group of talented teachers, we were able to advance a set of academic interventions informed by the MI framework as described by Gardner (1999) to utilize MI as a means to provide multiple representation of core concepts in history and language arts (Chang & Shimizu, 1999). In our current work, we recruited two participating groups of middle school students, APA English language learners who scored below the 25th percentile on California Stanford Nine tests and students identified with LD. We learned that both teachers and students could easily embrace the concepts and application of MI in their daily teaching activities. Like many Chinese teachers we worked with in the first two projects, although the project teachers were never formally informed by the theory of MI, they could articulate what they had already found effective in daily teaching. These clearly matched with the diverse entry points illustrated by Gardner (1991). Most encouraging, after being educated within an MI-based sheltered instructional program, the group of 26 so-called of the lowest incoming 6th graders in the 1998–1999 school year,

CONTINUED ON PAGE 18

Asian/Pacific American

CONTINUED FROM PAGE 17

achieved statistical significance between their Stanford Nine test scores in spring 1998 and 1999 (Chang & Shimizu, 1999). Among them, 25 out of 26 were Asian American English language learners. More details on this research report will be made available through the Center for Research on Education, Diversity, and Excellence (CREDE), University of California, Santa Cruz, in the year 2000.

In summary, the main purpose of this article is to inform readers about the multiple functions of MI to enhance the quality of education and life among APA English language learners and their families. When the sustained and school-based professional development activities are made available to teachers to pursue MI-oriented learning and teaching processes, they will be able to pool more personal, peer, school, and community resources to create a win-win situation for students and teachers. In our current Year Two project conducted in middle and high schools, we are extending the effort to forge partnership with APA families to create a three-way winning situation for all.

Note: Though I used the term "educational labels" here, it does not mean that I support the use of labels on individuals with disabilities. Such educational labels are often tied directly to administrative and funding purposes.

> *When the sustained and school-based professional activities are made available to teachers to pursue MI-oriented learning and teaching process, they will be able to pool...to create a win-win situation...*

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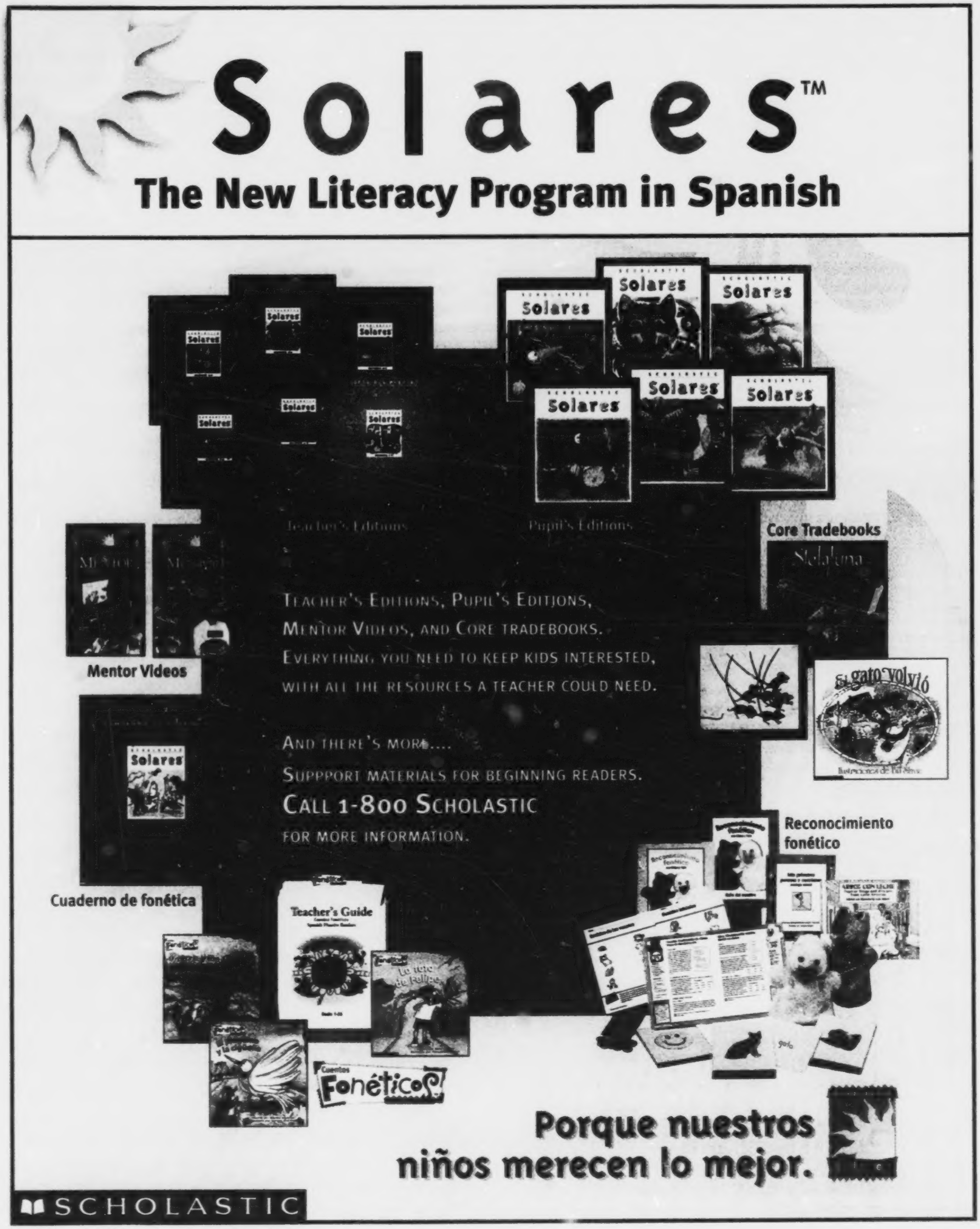

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New Web Site Is Valuable Learning Tool

Educators now have a valuable new tool for teaching their students about the world's busiest international border region with the September 27th launch of "The Border" Web site (located on PBS Online at <http://www.pbs.org>. Created in association with the recently released national PBS TV documentary, "The Border," this interactive and bilingual site provides K-12 teachers with a contemporary and comprehensive clearinghouse of information on the rapidly changing U.S.-Mexico border region.

Commissioned by KPBS and Espinosa Productions in San Diego, the site offers a wide spectrum of topics and curricular suggestions designed to help teachers shed new light on a region long misperceived by many Americans. "Most people have a warped view of the border because the news media focus on the negative stories. We wanted to offer teachers a tool to give their students a more accurate and updated perspective," says Paul Espinosa, executive producer of the TV documentary and content director for the Web site. "The border is now undergoing tremendous changes, culturally and economically. This offers an opportunity to help shatter stereotypes."

"The Border" Web site offers the following five sections, which can be viewed in either English or Spanish. The site will remain live on the Web for three years.

History: This section offers a time line on border region milestones dating back to 1500 (available in both text and interactive formats), and a "morphing map" that actively illustrates how the U.S.-Mexico border has shifted from 1783 to today.

Idea Exchange: Teachers can use this section to learn about a wide variety of writing contests, online forums and live chat events.

Resources: More than 30 recommended book titles and links to 22 related Web sites are offered here.

Your Story: Students are invited to share stories about how geographic borders affect their lives. Selected entries will be posted on the site.

About the Show: This section includes a script of the two-hour documentary, featuring six separate stories on issues such as job creation, water availability, land rights, and culture. Clips of the program will be available soon. "The Border" is a co-production of KPBS-TV and Espinosa Productions (San Diego, California), in collaboration with KUAT (Tucson, Arizona), KNME (Albuquerque, New Mexico) and Galán Productions (Austin, Texas).

For additional information, contact: Tamara Charnow at (619) 594-1237, <tcharrow@kpbs.org> or Cathy Lange (619) 238-8511 ext. 268, <cathy@mathewsmark.com>.

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Resources For Bilingual Educators

Native Education Resources for the Southwest Region, by Nancy Fuentes. This updated resource directory focuses on native education resources available to educators and others in New Mexico, Texas, Oklahoma, Arkansas, and Louisiana. This directory is a companion to the national directory published by ERIC/CRESS. It provides ready access to organizations and other resources in the Southwest that can help teachers, administrators, and others meet the educational needs of American Indian students. To order contact Judy Waisath, Language and Diversity Program, SEDL, 211 East Seventh Street, Austin, TX 78701-3281 or call (512) 476-6861.

Whose Judgement Counts? Assessing Bilingual Children, K-3, by Evangelize Harris Stefanakis. This book offers practitioners a sociocultural framework for classroom assessment to better understand the learning abilities of young children learning English. The first part of the book presents the problems of using standardized, norm-referenced tests to assess bilingual children. It suggests the use of teacher-developed, classroom-based measures that look more individually at children both at school and at home. The remainder of the book contains case studies focusing on six teachers and how they position themselves as educators and as learners. The roles teachers play as the primary assessors of the students in their classrooms is emphasized. 126 pages, $21. To order contact Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 or call (603) 431-7894, fax (603) 431-4971 or visit <www.heinemann.com>.

Spanish Language Briefs for Parents. This set of brief articles for parents, written by Alicia Sosa, was published in 1999. The set consists of six articles developed especially for Latino parents. In plain language the articles explain what researchers and practitioners have learned about ways parents can help their children do well in school. The articles, sent in camera-ready format, can be used in newsletters or report card inserts, as handouts at PTA or PTO meetings, as fliers in public waiting rooms, parent information or training centers in schools. The titles include: *Las tres habilidades necesarias para obtener éxito*; *La adolescencia: El último paso hacia ser adulto*; *Siendo bilingüe y bicultural puede llevar al éxito escolar—He aquí por que*; *Leyendo libros de niños: Hay más de lo que se observa a primera vista*; *Entendiendo los objetivos de la educación preescolar*; *Los padres Latinos apoyan el éxito de sus hijas*. English translations are also available: Respect, Responsibility and Resourcefulness: Three Rs for Success; Adolescence: The Last Step Before Becoming an Adult; Becoming Bicultural and Bilingual Can lead to School Success—Here's Why; Reading Children's Books: There's More to it Than Meets The Eye; Understanding the Goals of Preschool Education; Hispanic Parents Support their Daughter's Success. A free set of materials can be downloaded from the Web site <http://www.ael.org/eric> or by requesting it from the ERIC Clearinghouse on Rural Education and Small Schools, 1-800-624-9120.

The following resources were located through the World Wide Web:

From Newcomers to New Americans: The Successful Integration of Immigrants. Data from the 1990 U.S. Census were analyzed with regard to four indices of integration into American society. These included citizenship, English language acquisition, home ownership, and intermarriage. Researchers concluded that recent immigrants demonstrated a high level of assimilation across all four indices, and particularly in the area of English language acquisition. Within ten years of arrival, 75 percent of immigrants reported speaking English "well" or "very well". To read the executive summary, visit their web address: <http://www. Immigrationforum.org/fromnewcomers.htm>. To order call (202) 544-0004 or write the National Immigration Forum, 220 I Street, NE, Suite 220, Washington, DC 20002. Cost is $10.00 plus shipping.

1999 United States Population Data Sheet. Ethnic minorities account for one-fourth of the U.S. Population. Projections indicate that by 2015 minorities will make up one-third of all Americans. These facts and projections can be found in *The 1999 United States Population Data Sheet*, recently published by the Population Reference Bureau. It provides state-by-state demographics, lists the population of racial and ethnic groups by state, charts their concentrations, and indicates their educational attainment levels. Visit the Population Reference Bureau at their Web site: <http://www.prb.org>

Preparing Secondary Education Teachers to Work with English Language Learners. This document is part of a series of four reports. The author addresses three key questions: 1) What does the relevant literature pertaining to content area instruction of linguistically and culturally diverse learners (LCDLs) contribute to the theory and practice of standards for LCDLs?; 2) What does the relevant literature pertaining to content area instruction for LCDLs contribute to the measures of achievement, proficiency, and/or academic literacy for LCDLs?; and 3) What does the relevant literature ...contribute to the field of promising practices in content area instruction for them? After a brief introduction about the use of standards, the author describes the content standards for social studies. Anstrom then specifies key indicators for making social studies content accessible to English Language Learners: equal access, flexible/thematic curriculum, time to learn, depth of study, students experiential knowledge, variety of learning styles, cooperative learning. The final section notes the characteristics of effective mainstream teacher preparation. Available from the NCBE Web-site: <http://www.ncbe.gwu.edu/ncbepubs/resources/ells/social.htm>.

Current Research in Bilingual Education. Compiled by Angela Bishop for the Center for Applied Linguistics, this Mini-bibliography identifies 12 recent research articles which document achievement gains in one or both languages. Article identification numbers are listed, as well as a full bibliographic citation, and a brief summary. To copy, visit the Web site: <http://www.cal.org/ericcl/Minibibs/Bilingual.html>.

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Bilingual Education: Portraits of Success. This Web site contains information on exemplary bilingual education programs highlighting schools which have demonstrated success in student achievement. The Web site provides information about the project background, selection criteria for nomination, the nomination forms, a list of the advisory board, and a bibliography for further reading and reference (See article in this issue of NABE News). Visit <http://www. Brown edu/public/NABE/portraits.taf>.

The California Department of Education (Department) Web page focuses on the education of English learners—i.e., students with a primary language other than English who are limited-English proficient. It is designed to help educators, parents, and members of the community develop programs and related services that enable students to achieve their highest potential in California's schools. Visit <http://www.cde.ca.gov/cilbranch/bien/bien.htm>. Information about Department-wide initiatives is available on the CIL Branch Web page. This information focuses on the effective use of programs and funds from Title VII and Improving America's Schools Act (IASA) to strengthen services to linguistically and culturally diverse students. Staff provide assistance to applicants for Title VII funds to design educational programs that are based on the best research and practice available.

California Tomorrow. This organization conducts research and provides information related to promoting equity on the basis of race, culture, ad language. They publish materials about the benefits of diversity and approaches, policies, and investments needed to create and ensure equity. Visit there Web site <http://www.californiatomorrow.org>.

A Teacher's Guide to Folklife Resources for K-12 Classrooms. This 27-page guide (ISBN 0–0444–0814–X) was prepared in 1994 by Peter Bartis and Paddy Boman from the American Folklife Center, Library of Congress in Washington, DC (Publication Number 19). The guide is organized in four sections: 1) an introduction, 2) description of the American Folklife Center, 3) Folklife in Education: A Guide to Resources; and 4) Agencies with Folklife Programs. The resources include various ethnic groups, and the agencies are listed by state. A printed version is available from the Library of Congress, American Folklife Center, 101 Independence Avenue, SE, Washington, DC 20540-4610 or visit their Web site <http://www.loc.gov/folklife/teachers.html>.

The Benefits of a Racially Diverse Student Body in Elementary/Secondary Education. This article reviews and summarizes approximately 30 published research projects that examined the question of whether a racially diverse student body at the K-12 level produces demonstrable educational benefits for students. The authors, lawyers from the law firm of Bredhoff and Kaiser, P.L.L.C., conclude that there is a substantial body of empirical evidence that a racially diverse student body promotes racial tolerance, improves academic performance, breaks down barriers among individuals of different races, and contributes to the robust exchange of ideas. Visit the National Education Association Web site <http://www.nea.org>.

Resources are listed for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. If you want more information about any item listed in this column, you must contact the publisher/developer directly.

- NABE -

Issues in Indigeneous Bilingual Education

Column Editor: Dr. Jon Reyhner, Northern Arizona University, AZ

Neil Postman's The End of Education

by Jon Reyhner

I recently came across Neil Postman's 1995 book *The End of Education: Redefining the Value of School* (Vintage Books) in a local used bookstore. Having read other books by Postman, I bought it and was interested to find that he considered multiculturalism one of the false gods being followed by some teachers today.

I assigned the book as required reading in my undergraduate Foundations of Multicultural Education class that I am teaching this fall as a companion text to Sonia Nieto's *Affirming Diversity* (see the September 15, 1994 issue of *NABE News* for a review of that book) because I thought it would get my students thinking about how the field of multicultural education fits into education in general.

False Gods

Unlike some writers, Postman is careful to define his terms, and he views *multiculturalism* as an approach to education "that makes cultural diversity an exclusive preoccupation" (p. 51) and that "in its most frightening version, evil inheres in white people, especially those of European origin and learning. Goodness inheres in non-whites, especially those who have been victims of white hegemony" (p. 52). This is turning the old "white is right" racism upside down.

In contrast, Postman supports *cultural pluralism*, which he defines as bringing into the school the stories of America's minorities to first provide "a fuller and more accurate picture of American culture and, especially, its history," to second show that despite horrendous treatment of minorities, America has and is making efforts to improve, and to third "show that there were substance and richness in each tribal tale" that all of us are better for knowing (p. 17).

Besides the false god of multiculturalism that some educators are following, Postman describes other false gods Americans are worshipping, including consumership, economic utility, and technology. In other words, we are what we buy, schooling is simply to prepare students for jobs, and the increased use of computers and other technology is the key to reforming schools.

Postman's book is divided into two sections. The first section describes the false gods and proposes some alternative ways of looking at the purpose of education. For Postman, "schools are not now and never have been about getting information to children" (p. 42). Instead, "the idea of public education depends absolutely on the existence of shared narratives and the exclusion of narratives that lead to alienation and divisiveness" (p. 17).

Replacement Narratives

In the second part of the book Postman elaborates on five proposed narratives to replace the various false gods that he sees are setting the wrong direction for education in America.

The first proposed narrative uses the metaphor *Spaceship Earth* to link us with all the other inhabitants of our planet and emphasize that "we can no longer take for granted the well-being of the planet" and need to work together worldwide to take care of our environment (p. 64). Furthermore, we cannot show responsibility towards the physical world we live in without a knowledge of the sciences. Showing responsibility for one's world, and in particular one's neighborhood, would in Postman's view give students a feeling of usefulness that many now lack.

The second narrative of the *Fallen Angel* is a counter to the self-esteem movement in American schools and what Postman views as hubris, pride, dogmatism, and arrogance among Americans. In this journey of understanding students must learn to "esteem something other than self" (p. 76).

In describing the *Fallen Angel* narrative, Postman is particularly critical of textbooks because he considers most of them to be badly written packaged truths that give students a false sense of certainty about their subject matter.

Postman's third narrative is the *American Experiment* in which he sees the history of our country as an ongoing attempt to develop a better way of living and where documents such as the Declaration of Independence are arguments about the purposes of nations and the roles of citizens.

For Postman, America's narratives of democracy, the melting pot, and the Protestant ethic share themes, for example, of "family honor, restraint, social responsibility, humility, and empathy for the outcast" (p. 15). He thinks it is wrong that "there is certainly more emphasis, these days, on loving one's self than on loving one's country" (p. 131), and he hopes that the arguments over what is the best form of government will never end.

Postman includes "a list of values students should accept, such as justice, honesty, self-discipline, due process, equality, and majority rule with a respect for minority rights, each of which is not so much a value as it is a focal point of a great and continuous American argument about the meaning of such abstract terms" (p. 131). When the arguments stop is when wars begin. One of the big questions facing America today is whether it is "possible to have a coherent, stable culture made up of people of different languages, religions, traditions, and races?" (pp. 135-36).

The fourth narrative is the *Law of Diversity*. Here Postman again criticizes multiculturalism as he defines it where "if everything is seen through the lens of ethnicity, then isolation, parochialism, and hostility, not to mention absurdity, are the inevitable result" (p. 76). For Postman, "diversity does not mean the disintegration of standards, is not an argument against standards, does not lead to a chaotic, irresponsible relativism. It is an argument for the growth and malleability of standards" (p. 80). For Postman, "to promote the understanding of diversity is, in fact, the opposite of promoting ethnic pride. Whereas ethnic pride wants one to turn inward, toward the talents and accomplishments of one's own group, diversity wants one to turn outward, toward the talents and accomplishments of all groups" (p. 144). Furthermore, we should read minority authors because their work is good not because it was written by minorities. For example good children's literature is both well told or written and helps students understand the human condition, as do both Greek fables and American Indian coyote stories.

Finally Postman writes, "If we are serious about making diversity a central narrative in the schooling of the young, it is necessary for our students to learn to speak at least one language other than English fluently" and to do this we need to start with young children (p. 149). I would add that rather than just teaching a second language as a subject, we need to teach young children through that language as well in order for them to truly master it. In other words, all children need bilingual education!

Lastly, Postman puts forth the narrative of humans as *The Word Weavers/The World Makers*. He sees the strength of the English language is the fact that because of the repeated invasions of England and its use around the world it has picked up words from many different languages with the result that it "is the most diverse language on earth, and because of that, its vitality and creativity are assured" (p. 78). Furthermore, "We use language to create the world—which is to say, language is not only a vehicle of thought; it is…also the driver" (p. 83), and "almost all education is a form of language education. Knowledge of a subject mostly means knowledge of the language of that subject" (p. 123).

> *"Whereas ethnic pride wants one to turn inward, toward the talents and accomplishments of one's own group, diversity wants one to turn outward, toward the talent and accomplishments of all groups."*
>
> *—Neil Postman, 1995*

Too often we teach children the definition of a word rather than a definition of a word, which leads them to assume words are part of the natural world rather than something invented by humans. "The word cup, for example, does not in fact denote anything that actually exists in the world. It is a concept, a summary of millions of particular things that have a similar look and function" (p. 181).

The central theme of *The End of Education* is that "without a narrative, life has no meaning. Without meaning, learning has no purpose. Without a purpose, schools are houses of detention, not attention" (p. 7). In the broadest view, the end and purpose of education is to get children to join the age-old search for "what it means to be human" (p. 60). There is no set understanding about this that teachers can deliver to students in capsule form.

However, students can learn about how people have lived and brought meaning to their lives in the past by studying anthropology, history, and literature. They can learn about how people worked and are working to make sense of the physical world we live in through the study of science. And they can learn about people today by studying subjects such as psychology, sociology, political science, and even Native American Studies. To my mind, the end of education is to get students to join in the age-old human quest to bring meaning to our lives. This is a multicultural quest that all cultures have contributed to, are contributing to, and will continue to contribute.

Editor's Note: *Contributions to the* ***Issues in Indigenous Bilingual Education*** *column should be sent to Jon Reyhner, Center for Excellence in Education, Northern Arizona University, P.O. Box 5774, Flagstaff, AZ 86011-5774. (520) 556-9782, fax (520) 523-1929; or by e-mail at <jon.reyhner@nau.edu>.*

- NABE -

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Portraits of Success: An Update

Portraits of Success is a joint project of NABE, Boston college, and the Northeast and Islands Regional Educational Laboratory at Brown University. It is a national effort, supported by a number of experts in the field of bilingual education, to develop a database on successful bilingual education programs. The goals of the program are: 1) to fulfill one of NABE's mission of, "identifying and publicizing the characteristics and outcomes of successful bilingual education programs;" and 2) to promote the implementation of quality bilingual education.

Five school programs have completed the selection process. They are:

- Greenway Middle School, Transitional/ESL Program in the Paradise Valley Unified School District in Arizona;
- Rachel Carson Elementary School, Transitional Bilingual Education Program in District 299, Region 5 in Illinois;
- Madawaska Elementary School and Gateway Elementary School, *L' Acadien du Haut St. Jean*, with the Madawaska School District and the MSAD #24 (Van Buren Hamlin, Cyr Plantation) both school districts in Maine;
- William Barton Rogers Middles School Bilingual Program in the Boston Public Schools; and
- Robert F. Kennedy School, AMIGOS Two-Way Immersion Program.

Nominations are continually accepted. To be nominated, programs must meet the following eligibility criteria:

- The program is within the pre-K to 12 grade range.
- It uses two languages for academic instruction.
- It has been in existence for at least three years and can show evidence of success for at least two years.

Selection of programs is based on the quality of the:

- Students' outcomes such as: demonstrated success in academic achievement, language proficiency, and other outcome areas, such as high graduation/promotion rate, successful participation in extracurricular activities (e.g., science fairs, writing contests, etc.) high daily attendance rate, successful transition into mainstream classes, low suspension rate, and high attendance at post-secondary education.
- School or program outcomes such as: attitudes of students and staff toward American and other cultures; students' demonstrated ability to function in both American and native cultures; community benefits from partnerships including bilingual students' families; and the involvement of bilingual students' families in the students' educational goals.
- Community response to the school or program, such as: the program is recognized as highly successful by parents, community leaders, teachers, administrators, and professional organizations.

This is an ongoing program. Nominations are processed once they are complete. To request a nomination form contact: Estela Brisk, Ph.D., Lynch School of Education, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3813 or call Dr. Brisk at (617)552-4216.

The project has involved reviewing existing research about successful bilingual programs. It has established a Web site <http://www.lab.brown.edu/public/NABEportraits.taf> which contains a description of the five schools selected as *Portraits of Success*, lists the nomination and selection criteria, and shares an annotated bibliography. The following section provides those annotations in print for NABE members who may not have access to this Internet resource. Note that the Web site will be updated twice a year.

Annotated Bibliography on Successful Bilingual Education

August, D. & Pease-Alvarez, L. (1996). *Attributes of effective programs and classrooms serving English language learners.* University of California, Santa Cruz: National Center for Research on Cultural Diversity and Second Language Learning.

This monograph describes and illustrates attributes of effective schools and classrooms for bilingual learners based on theory, research, and experiential knowledge. The authors suggest that the value of these attributes needs to be carefully researched with respect to their effect on students' outcomes. Existing research is vague with respect to the criteria to determine effectiveness.

School-wide attributes are related to school culture, policy and organization, home/school/community partnerships, curriculum, staff, professional development, and program evaluation. Classroom attributes include creating a challenging and responsive learning environment, and designing instruction that fosters language development, provides a framework and context for learning, and creates opportunities for extended dialogue.

Cazabon, M.T., Nicoladis, E., & Lambert, W.E. (1998). *Becoming bilingual in the Amigos two-way immersion program.* Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.

This report focuses on students' attitudes toward becoming bilingual in Spanish and English and their academic achievement in the two-way Amigos program in Cambridge, MA. It includes two case studies, the results of a questionnaire on students' bilingualism, and the results of

Spanish and English reading and math standardized tests.

Two Salvadorian eighth grade students are featured, one native speaker of English and one of Spanish. Both students claim that the Amigos program is partly responsible for their high achievement. Both girls see the value of their bilingualism in terms of future employability and also appreciate the connection to other cultures that their bilingualism gives them.

According to the results of the questionnaire, most students are satisfied with the Amigos program. They claim to enjoy studying both Spanish and English, like the amount of instruction dedicated to Spanish, and do not feel they are behind in English. Both Spanish-Amigos and English-Amigos feel that they are highly proficient in both languages.

The researchers compare Amigos students' scores in math and reading on both the Spanish Achievement in Bilingual Education (SABE) test and the California Achievement Test (CAT) with scores from a Spanish-speaking control group and an English-speaking control group. In most cases, both groups of Amigos students scored as well as or better than the control groups in the English tests. The Spanish Amigos outscored the Spanish control in most grades, but it took the English speakers until 8th grade to have better results than the control students.

Dentler, R.A. & Hafner, A.L. (1997). *Hosting Newcomers: Structuring educational opportunities for immigrant children.* New York: Teachers College Press.

This book describes a study of school districts that showed large increases of poor ethnic and language minority students in the 1980s. It focuses on 11 districts in the Southwest and California. Three districts were considered high performing because they showed positive gains in achievement test scores, five were low performing, and three showed little change.

The book analyzes in detail the contrasts among these three types of districts with respect to programs, staff, instruction, district and school organization, various services offered for newcomers, and the history and culture of the community.

The high performing districts were Isaac in Arizona and Rosemead and National in California. They all offered bilingual education.

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Faltis, C.J. & Hudelson, S.J. (1998). *Bilingual education as a school-wide concern. In Bilingual education in elementary and secondary school communities* (pp. 63-81). Boston: Allyn & Bacon.

To support the claim that successful programs develop in supportive school-community environments, the authors cite three studies of bilingual education programs and then provide examples of four specific schools from their research.

The 1986 Carter and Chatfield study examines three elementary schools with bilingual programs previously identified as successful. Carter and Chatfield found that all three schools demonstrate high academic expectations for students and do not accept a cultural-deprivation argument as the reason for low student achievement.

The 1993 Garcia study developed an instructional plan based on factors compiled from research on successful bilingual programs, including more learning in a meaningful context, more content related to students' lives, and more peer collaboration.

In 1990, Lucas, Henze, and Donato studied six high schools and identified eight characteristics of successful bilingual programs, including high academic expectations for language-minority students, high value placed by staff on students' language and culture, high parental involvement, additional counseling for language-minority students, and specific staff development.

The authors present a case study of an elementary school with an active principal who recognizes the importance of the Spanish language, provides content-area learning to students in their stronger language, holds parent-staff meetings that emphasize the importance of having a firm base in one's first language, has increased the budget for Spanish-language literature, and hires teaches who reflect this philosophy.

In the second case study, a school district paid for fifty existing elementary-school teachers to become certified in ESL after an elementary school's population increased from 10 percent to 40 percent Hispanic. Peer tutoring and student collaboration occurs in the strongest common language. The goals of the school's district are clearly stated.

Attributes of the middle school in the third case study included multi-cultural-extracurricular events, increased staff development, and Spanish language and culture books in the library.

The fourth case study of a 4,000-student high school in which 50 percent of the students are recently-arrived immigrants isolates students for core courses in Spanish and mainstreams them for non-core courses in English. The authors conclude that the essential elements of successful bilingual programs are leadership support, community commitment, parental participation, and patience.

CONTINUED ON PAGE 28

Portraits

Continued from page 27

Garcia, E.E. (1988). "Attributes of effective schools for language minority students." *Education and Urban Society*, 20(4), 387–398.

The article reviews the literature on effective education of language minority students. Garcia groups the characteristics of schools into program and instructional attributes. Schools with effective programs produce a school social climate that promotes positive outcomes.

Characteristics crucial to an effective program are: a safe and orderly environment, positive leadership, a strong academic orientation resulting from clearly stated academic goals and well-organized classrooms, and well-functioning methods to monitor school inputs and student outputs. Other essential features include: high expectations of students and the instructional program, a strong demand for academic performance, denial of the cultural-deprivation argument, and high staff morale.

Numerous instructional attributes are listed. They relate to incorporation of students' languages and cultures in the curriculum, the teaching of English and content area, as well as specific instructional strategies.

Garcia, E.E. (1991). "Effective instruction for language minority students: The teacher." *Journal of Education*, 173(2), 130–142.

When evaluating the efficiency of bilingual education researchers focus on the assessment of bilingual education programs, and they overlook the contribution that bilingual education teachers make to the programs. Garcia explains some characteristics and teaching strategies that effective Spanish bilingual education teachers have and the contribution that they make to the program.

Garcia points out that effective bilingual education teachers are highly proficient in English and in Spanish. Teachers use both languages for instruction, switching from one language to another to achieve clarity in instruction. These teachers use instructional strategies that match the cultural and social patterns of their students, in order to promote student involvement and create a safe classroom environment. Small group instruction, active learning and student-to-student interaction discourse are among the strategies illustrated in this article.

Effective bilingual education teachers are consistent between their instructional philosophies and their teaching practice. They contribute to the efficiency of the bilingual programs by sharing with parents, supervisors and students their educational views. They understand the cultural and social patterns of the community they serve; and they incorporate cultural attributes into the curriculum. They use active teaching methods to promote student involvement and collaborative/cooperative learning. They give equal importance to norms and values from home and school.

Holms, A. & Holms, W. (1990). "Rock Point, a Navajo way to go to school: A valediction." *Annals, AAPSS*, 508, 170–184.

This article traces the evolution of a community-controlled day school with joint funding from the Bureau of Indian affairs and the Office of Economic Opportunity, and demonstrates how the commitment of the Navajo community of Rock Point provides children with better education. The school's program includes instruction in both Navajo and English. Students are taught to read first in Navajo, with English reading added in the second grade. Math is taught in both languages. In the third through sixth grade, students take most subjects in English except for Navajo literacy, social studies, and science.

Each year at the junior high school, students take a "science-in-Navajo" course. At the high-school level, students are expected to take the Navajo Social Studies component each year, consisting of courses in Navajo history, Navajo social problems, Navajo government, and Navajo economic development. Part of the academic program is an ongoing assessment of the students' learning in both Navajo and English. The authors attribute the success of the Rock Point program to low student-teacher ratios, expectations of high academic achievement, the empowerment of the community-based Board, and the Navajo and English-teaching staff, parents, and students.

Lucas, T., Henze, R., & Donato, R. (1990). "Promoting the success of Latino language-minority students: An exploratory study of six high schools." *Harvard Educational Review*, 60, 315–340.

The authors illustrate successful high-school bilingual programs using six longitudinal studies to provide educators with ideas and encourage them to have high expectations for language-minority students. Data collection for the studies occurred through questionnaires and interviews of administrators, program directors, and students. Additional means of data collection occurred through classroom and school-wide observations, and examination of student transcripts. Latino students were found to be from a variety of cultural and educational backgrounds.

Factors found to be of importance for high achievement by language-minority students include placing high value on students' languages and cultures and seeing the students as individuals; hiring minority staff; encouraging and then recognizing achievement in students; providing staff development in such topics as cross-cultural communication, second-language acquisition, and the cultural/linguistic backgrounds of the students; establishing active leadership; offering courses for minority students which do not limit achievement; providing well-trained counselors; encouraging parental involvement; and making a commitment to empower language-minority students through education. Two tables provide outlines of features that promote achievement in academic courses, support programs, and extracurricular activities for language-minority students at the six high schools.

Mace-Matluck, B., Alexander-Kasparik, R. & Queen, R. (1998). *Through the Golden Door: Educational Approaches for Immigrant Adolescents with Limited Schooling*. McHenry, IL: Delta Systems & Center for Applied Linguistics.

This book focuses on a relatively undiscussed student population in the US and programs which have helped these students achieve their goals. Many of the secondary bilingual students enter American schools with little or no previous schooling. For these students, there are additional challenges in an academic environment. Historically, they have low graduation rates and limited success in schools. The authors developed questionnaires and completed site visits to assess the components of four programs which have been successful with this student group.

Chapter three discusses the programs. Falls Church Transitional High School in Falls Church, VA and International Newcomer Academy in Ft. Worth, TX are ESL programs that provide sheltered instruction in the content areas. Elgin High School Bilingual Program in Elgin, IL and Español Aumentativo!, Spring Branch Independent School District, Houston, TX are Spanish bilingual programs. The descriptions focus on community characteristics, distinguishing features of these successful programs, student and faculty characteristics, program curriculum, and available materials. The authors also consider how students enroll in the program and the possibilities for accumulating credit, professional development opportunities for teachers, and the unique approaches to mainstreaming for students enrolled in the programs. For each of the four programs highlighted, the chapter includes information on these topics as well as a materials list and a contact person for the programs.

Through the Golden Door provides a window into the lives of students and teachers who are working to develop successful programs which meet the needs of limited schooling secondary students. It also provides the reader with a synthesis of important features of programs for student with limited schooling and the tools to gather additional information in this area.

McLeod, B. (1996). *School Reform and Student Diversity: Exemplary Schooling for Language Minority Students*. Washington, D.C. National Clearinghouse for Bilingual Education.

This article synthesizes the findings of a study of four elementary and four middle schools with exemplary programs for language minority students. The schools do not represent one model program, but rather are characterized by resourceful and creative attempts to respond to the needs of their diverse populations. They share such features as inclusion, enriched curriculum and instruction, flexibility, coordination and strong drive.

In section one, the report describes how each program creates an exemplary environment for learning. High standards and goals were identified as contributing to the success of this effort. These goals include fostering mature English literacy, using native language literacy development as support; ensuring bilingual students equal access to challenging content courses through interdisciplinary and process approaches; organizing instruction through flexible grouping and team-teaching; prioritizing instruction time through creative scheduling; extending teachers roles and responsibilities to include curricular planning and staff development; promoting effective pedagogical methods; supporting students socially and emotionally; sensitively encouraging parental involvement; and maximizing the use and identification of resources.

Section two describes the various ways each program manages the issue of assessment. The report does not measure changes in student achievement as a result of program implementation. An appendix is included with descriptions of all eight schools. Seven of the schools have bilingual education programs: Del Norte Heights, El Paso; Hollibrook Elementary, Houston; Inter-American Elementary, Chicago; Graham and Parks School, Cambridge, Massachusetts; Horace Mann Academic Middle School, San Francisco; while some include sheltered instruction for low incidence students: Linda Vista Elementary, San Diego and Evelyn Hanshaw Middle School, Modesto USD, California. One school, Harold Wiggs Middle School in El Paso, offers only sheltered instruction in English.

Nelson, B. (1996). *Learning English: How school reform fosters language acquisition and development for limited English proficient elementary school students*. Santa Cruz,

CONTINUED ON PAGE 30

Portraits

CONTINUED FROM PAGE 29

CA: The National Center for Research on Cultural Diversity and Second Language Learning.

This book describes a study of four elementary schools with outstanding language arts programs. The schools described are: Del Norte Heights in El Paso, Hollibrook in Houston, Linda Vista in San Diego, and Inter-American in Chicago. These four schools were chosen on the basis of three criteria: (1) high quality language arts programs for bilingual students, (2) significant school restructuring, and (3) successful and creative English acquisition programs. There are three distinctive common characteristics among the four schools. First, their school wide vision for change included all students regardless of their English proficiency. The four schools restructured their organization through a bottom-up approach involving teachers and parents. Changes included non-traditional grade level assignments for teachers and students; organization of time to provide large blocks of instruction, teacher planning, and extended learning time; and strategies to increase parental involvement.

The second common characteristic was language acquisition and development. In three out of four schools, the bilingual students came from a Spanish-speaking background and those schools had either transitional or two-way bilingual programs. The bilingual students at the fourth school, which consisted of a variety of language backgrounds, were taught through sheltered instruction with some support in the native language.

The third characteristic that the researchers studied was the language arts curriculum. Teachers applied and adapted instructional strategies usually used with monolingual English speakers to improve bilingual students' speaking, writing, and reading skills. Teachers integrated these skills through programs such as Writer's Workshop, Reader's Workshop, and Accelerated Reading and by using Cooperative Learning Strategies.

The University of Maryland
College Park, Maryland
Department of Curriculum and Instruction

The Department of Curriculum and Instruction invites applications for the following tenure track position available August 17, 2000. **Second-Language Education (TESOL/Foreign La.:guage Education) Full/Associate Professor - Tenure Track.**

Applicants must have an earned doctorate in Second-Language Education or closely related field as well as the following: Strong experience in TESOL or Foreign Language Education and some experience in the other area; Elementary and/or Secondary teaching experience (K-12 preferred) in one or both of these language areas; Knowledge of theories related to second-language teaching and learning; Evidence of established research agenda and strong record of scholarly publications; Professional leadership experience and success in securing external funding; Demonstrated ability to assume leadership in a university teacher education program; Demonstrated ability to teach and advise students at all academic levels and guide doctoral research; Capabilities to teach such courses as Foreign Language Methodology, Second-Language Research, Second-Language Trends and Issues, and Cross-Cultural Communication; Competency in educational technology and its application to second-language acquisition; Proficiency in one or more additional languages as well as overseas experience in teaching English are highly desirable.

The successful candidate will demonstrate excellence in scholarship, teaching, and service in Second-Language Education and a commitment to program development (TESOL/Foreign Language Education). Specific responsibilities include: sustaining a strong research agenda; providing leadership in program development; grant writing; teaching and advising graduate and undergraduate students; working collaboratively with public school and university faculty, College and University and professional organizations.

To apply, submit a letter of application, curriculum vitae, three letters of recommendation and three publications. Direct application materials to:

Dr. Anna Graeber, Chair
c/o Joy Jones
Second-Language Education Search Committee
2311 Benjamin Building
University of Maryland
College Park, MD 20742-1175

For best consideration, applications should be received by December 15, 1999. Direct all inquiries to Ms. Joy Jones at (301) 405-3118 or [jd25@umail.umd.edu].
EEO/AA

Watahomigie, L.J. & McCarty, T.L. (1994). "Bilingual/bicultural education at Peach Springs: A Hualapai way of schooling." *Peabody Journal of Education*, 69 (2), 26–42.

This article discusses the Hualapai Bilingual Academic Excellence Program, including its development in 1975, its attributes, and its challenges. Hualapai is an indigenous language spoken by people in the southwestern region of the United States. However, most tribal members are now centered in Peach Springs, Arizona.

Hualapai is an unwritten language used extensively in social situations, hence young children are familiar with it. As of 1994, 50 percent of the Hualapai population of 1700 were of school age. There is one school of 220, of which 65 percent of the 99 percent Native American children are Hualapai. The purpose of the bilingual/bicultural program is to use the children's native language to encourage fluency in both that language and English. The staff of the program developed an orthography, a dictionary, a grammar, instructional materials, and social studies and language arts curriculum guides.

The curriculum is based on locally relevant topics, but makes extensive use of video and computers. Staff workshops, community awareness programs, and community needs assessments supplement the program. Challenges the program faces include the influence of popular media and mobility associated with employment and HUD housing. The authors conclude that the program's success is due to its local development, the originality of the curriculum (i.e. the instructional materials are not a translation of English materials), community-based leadership, community support, consistent funding, and a strong commitment to bilingual education.

This document will be updated twice a year in June and January. If you know of additional studies on successful programs, please send the information to Maria Estela Brisk <brisk@acs.bu.edu>.

Maria Estela Brisk is a professor of education at Boston College and a former NABE Board Member.

» NABE «

Upcoming Events

November 18–21, 1999 — 1999 American Speech-Language-Hearing Association. San Francisco, CA. Contact Julie J. Masterson and Richard A. Talbott, or visit <http://www.asha.org>.

November 18–23, 1999 — National Council of Teachers of English 89th Annual Convention. Denver, CO. Contact Don Robbins at 217-328-3870 or visit <http://www.ncte.org>.

November 19–21, 1999 — National Council for the Social Studies 79th Annual Conference. Orlando, FL. Contact 800-296-7840 or visit <http://www.ncss.org>.

November 19–21, 1999 — American Council on the Teaching of Foreign Languages. Yonkers, NY. Contact at 914-963-8830.

February 11–14, 2000 — California Association of Teachers of English. CATE 41st Annual convention, Convention Center. Sacramento, CA. Contact (800) 303-2283 or E-mail <aduns@aol.com> or visit their Web site <http://www.cateweb.org> .

March 19-21, 2000 — Teachers of English to Speakers of Other Languages. TESOL 34th Annual Convention. Vancouver, British Columbia, Canada. Contact (800) 836-0774 or visit their Web site <http://www.tesol.edu>.

April 13–15, 2000 — University of Illinois Division of English as an International Language Annual International Conference on Programmatics and Language Learning (14th). Urbana, IL. Contact Cindy A. Giertt at 217-333-1506.

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Message from the President

CONTINUED FROM PAGE 4

your toil has not been in vain. Let me share with you one such life, one such story.

One Such Life . . . One Such Story

It all started with a note on her report card from her second grade teacher: "Your daughter needs to express herself in class, and when she is playing with other children. The *U*—the unsatisfactory grade—in reading is because of her language difficulty." The child, now an adult, doesn't remember ever talking to her teacher in that second grade class. She hardly remembers talking with her classmates. She was ever vigilant never to be caught speaking Spanish. Hers became a world of social isolation and distance—a distance that produced a great deal of anxiety. To live in a world in which language is little more than garbled noises can be a very frustrating experience for any second grader. I know EXACTLY how that second grader felt—I was that child!

I felt ashamed; I felt frustrated; and at times, I even felt angry. A big fat *U* on my report card! Of course I could read! There just weren't any books in my own language in that classroom to prove it to my teacher and classmates. Instead, I received this big fat *U* on my report card!

I'm certain that this kind of memory is shared by many of you in this room and certainly by many children throughout Texas. The reason I did not express myself in class was simple: I lacked the language proficiency that reflected my ability. I was able to conceive of the world in my own language in a way which I could not express in English. My teacher could not or would not understand. We know that without the language that maintains a connection with the past, without that ability to name, the past ceases to exist or to have any reality for a person. Belief in the concept of progress has led to the incredibly naive idea that people can free themselves from the past, that it is possible for people to exchange one culture from another in the same way people can exchange commodities. And we know that this is not so (Fishman, 1987).

> *"I felt ashamed;*
> *I felt frustrated; and at times,*
> *I even felt angry.*
> *A big fat U on my report card!"*

The Innate Need to Communicate

Every child—**every** child—has an innate need to communicate with a significant other, to have friends, to experience success, to feel a sense of belonging, and to participate actively in his or her own learning. Without being able to express himself or herself, an LEP child is cut off from communicating, from developing friendships, from experiencing success, from feeling a sense of belonging, and from active involvement in his or her own learning.

Unfortunately, not all children can tell a story with the happy ending that mine has had. For me the turning point came in the 7th grade. Finally, I knew enough English to feel comfortable at academic tasks. It was not until then that I could express in English what my heart felt or my mind thought in Spanish. It was only then that I felt I could belong and succeed. That year I did belong—to the Jr. Honor Society—and later succeeded when I graduated from high school as class valedictorian.

Seven years. It took me seven years to become in English what I already was in Spanish. In part, I owe my overall success to the rich learning environment of my own native language that my parents sought to construct for our family. My father, who was college-educated in Mexico, was an LEP adult in Texas, and so Spanish was the only language we spoke at home. My parents were, in essence, my bilingual teachers.

My parents created for me and for all their nine children, a world of literature (of *cuentos* [stories]), of art (*con los colores del zarape: verde, rojo, anaranjado, amarillo, azul*), a world of geography and music (*la negra, el jarabe, Jalisco*; and poetry—*Raza de Bronze, O mi heroica raza! by Amado Nervo.*) They created for us a world that was rich in culture, color and vibrancy! This whole, living, and affirming world became for me, in English, a formless, lifeless and hostile void.

However as bilingual educators, you fill the void, you ease the pain, you soothe the anxiety, and you bring form to those garbled noises. This is why I will always be a proponent of native language instruction. I lived the experience. I felt the anxiety, and like many of you, I heard the calling. Because of this, bilingual education has become my mission. Bilingual education is my passion. And bilingual educators are my heroes. You are my heroes.

In fact, it is among bilingual educators like you that I feel the most at ease, the most fulfilled, and the most understood. You remind me of the voices I heard as my mother carried me in her womb. You remind me of my wonderful childhood years at home and in my neighborhood and the games we used to *play—la quemada, las escondidas, el mama*

CONTINUED ON PAGE 34

Message from the President

CONTINUED FROM PAGE 33

leche, la cebollita, los listones, los colores, y muchos mas. You represent the language I longed to hear at school, before I could make sense of the English language.

Instead of feeling bitter, however, I became even more determined to do well in school and to do something so that no child—no child—would have to experience what I experienced. The possibility of implementing quality programs to change the lives of children who speak a language other than English is what inspired me to become a teacher and later a teacher of teachers. This also inspired me to become part of a team involved in producing the very best instructional materials possible for our children—and no less; materials, in both English and Spanish, that would whet the reading and imagination appetites of children whose language and culture are often disregarded in mainstream texts. As a teacher, I wanted to teach these children reading, writing, and 'rithmetic, the 3 R's—but I also wanted to teach them their language, their culture, their literature, *las 3 erres*!

Our Message: There is Power in Language

I have shared with you a bit of my story. And I suspect this story is similar to your own story and perhaps to the stories of many people across this State. But my story and, in fact, all stories are told with a purpose and for a reason. Stories are not just random narratives, stray thoughts or aimless rambling. Stories communicate a message, be they individual stories or collective stories. As an organization, you are already familiar with our collective story. But what is the purpose or the message of that story? The message of our story is this: There is power in language.

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Editor's Note: *This article is Part I of the keynote address delivered by Dr. Josefina Villamil Tinajero at the annual conference of the Texas Association for Bilingual Education held in Corpus Christi, Texas on October 21-23, 1999. Part II of her speech will appear in the December issue of the NABE News.*

Previous columns by both the NABE Executive Director and the Executive Board President are available to the public online at <http://www.NABE.org>

Message from the Executive Director

CONTINUED FROM PAGE 3

degrees of familiarity with bilingual education. The goal was to help educate decision makers on the realities that impact our communities in the realm of education. The event's success is representative of NABE's renewed commitment to informed policy-making and underscores an understanding that this is only possible if we are able to get our messages to more than just our core supporters.

This brings us back to our members and to the many possibilities that exist within an expanded circle of communication. Just as we must strive to continually educate policy-makers—even those that have not been supportive in the past—we must engage the general public in a thoughtful discussion and make partners out of what, if left uninformed, could be adversaries. After all, having others speak *with* us, is a most effective way of making our voices heard. After years of fighting bilingual-education detractors, it may seem like a hopeless task, but if we choose to talk only to ourselves, all we will hear is our own laments.

In the end, we have a choice, expand our family, make ours a more viable organization, and spread our message with a stronger voice—or, fade into the shells of our own echoes.

- NABE -

Who's Invited to Share?: Using Literacy to Teach Equity and Social Justice

Reviewed by Elaine M. Brown

Henkin, Roxanne. 1998. *Who's Invited to Share?: Using Literacy to Teach Equity and Social Justice*. Portsmouth, NH: Heinemann. ISBN: 0–325–00052-2.

Who's Invited to Share? examines the subtleties of how children can be excluded in our classrooms, often with the teacher being unaware of this exclusion. Roxanne Henkin unveils the hidden circumstances in our classrooms which might be making our children feel left out.

Chapter One:
Who's Invited to Share?

Roxanne Henkin poses the question to her readers asking, "do reading clubs, writing workshops, and peer conferences, which are used to increase student participation, really achieve equal sharing among students?" In her studies, Henkin found that many students were not allowed to share on an equal basis. She found one case where children were being excluded due to gender.

In the first chapter, there is a narrative between Henkin and some first grade students. The discussion was about why students seemed to break up into girl writing conference groups and boy conference groups. Why were so few children choosing to mix for conferences? An excerpt of the conversation follows. The question posed was: Why did you [a boy] choose boys with whom to conference?

> *Paul: I think it's just a habit and I, um, and like, I, um, was doing an inventor story and all that. I asked some boys and they knew more about it, and I asked some of the girls and they didn't.*

When Henkin asked the girls why they chose girls to conference with, one girl said the following:

> *Jane: Cause I think they'd say yes more than the boys.*

This discussion led to Henkin's realization that although she worked closely with these students, she had not noticed until then how the conferences were almost exclusively boy/boy or girl/girl.

Chapter Two: What Do We Mean When We Say Diversity?

In Chapter Two, Henkin defines for us *historically oppressed groups*. This term includes people who have suffered injustices due to religion, culture, sex, and gender identification. She states: "The challenge for schools and for society is teaching children to respect each group while ending the injustices perpetuated against them." She continues:

> I decided to use *equity* and *social justice* in my title as a way of expressing this idea. It's not enough for children to know that discrimination and oppression are wrong; we must help them find ways to combat it.

Chapter Three:
Why is Diversity so Difficult?

Henkin discusses the outsiders that are in our classrooms. They have always been a part of our classroom. On page 19 Henkin states:

> *There have always been outsiders in our schools. These students have been dismissed by others, even by their teachers. These are the children who are different in some way. They walk a bit awkwardly, or their skin is the wrong color, or they have a different religion, or ethnic background, or they are overweight, or they don't dress like the others, and so forth.*

Henkin asks the reader to start with himself or herself to confront past hurts and pains when the reader felt isolated for some reason. That pain can be transformed into understanding for others who are different from ourselves.

Two other chapters which made an impression on me more than others are chapters ten and eleven. Although all the chapters in this book are important, these two are highlighted.

Chapter Ten:
The Inclusive Inquiry Cycle

On page 89 Henkin remarks: "The Authoring-Inquiry Cycle provides the framework for students' literacy work. This is the foundation for using literacy to teach equity and social justice. I'm adding the *inclusive* to highlight the issues that are involved in equity and social justice. Both girls and boys are included, as well as all historically oppressed peoples."

In this chapter, Henkin explains how she set up a classroom with different areas of interest. In a college class she taught, she set up one corner with Holocaust pictures, books, videos, etc. In another corner there were books and pictures of homelessness. In still another corner, there are books and pictures of strong women in history. As students entered her room, they gravitated to the area that held their interest. Students then created projects with the material, read books, and presented their learning to the class.

CONTINUED ON PAGE 36

BOOK REVIEW: WHO'S INVITED

CONTINUED FROM PAGE 35

One extremely important feature of this book is an extensive bibliography (12 pages) of children's books, books to use in the Inclusive Inquiry Cycle projects. Henkin has themes represented by dozens of books on African Americans, aging, homelessness, and multiculturalism, to name a few. This leads into Chapter Eleven, regarding ways to have our classrooms include more social justice issues and practices.

Chapter Eleven: Using Literacy to Create Social Justice Classrooms

This chapter gives the reader the framework to start children on the road to becoming agents of change for the good in their world. This was one of the most exciting chapters because the reader could read about concrete examples of children making the world a better place and feeling empowered to do so. Students in one class mentioned actively volunteered their time in community projects such as visiting nursing homes, collecting trash, cleaning yards, etc. The students then kept journals on the time they spent doing these projects and how they felt about the projects.

Conclusion

In conclusion, I would like to comment that on page 43, the author notes that historically women were not allowed to hold responsible jobs. I believe that women have always had responsible jobs, and that perhaps the words *professional jobs* would be a better term.

Who's Invited to Share? Using Literacy to teach for Equity and Social Justice opens the reader's eyes to possible situations in his or her classroom that are discriminatory. It also is a practical guide for any teacher wishing to bring more curriculum into the classroom that has relevance to students' lives. Teaching for equity and social justice empowers a child to look at the world around him or her, analyze it, and then help change it for the better. This is a powerful little book that will have the reader reading it more than once!

Elaine Brown is a fourth grade teacher in Fresno, California. She has been helping teachers develop for several years, and continues to learn about bilingual learners and the best ways to serve them in K-12 settings.

~ NABE ~

Book Review Submission Guidelines

Reviews for publication in the the *Book Review* column and sample materials from publishers should be sent to the attention of:

Dr. Beti Leone
Book Review Column Editor
NABE
1220 L Street, NW, #605
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or e-mailed to <NABE_NEWS@nabe.org>

Books from publishers should be clearly marked as BOOK REVIEW MATERIAL and sent to the same address; two complete sets of materials must be submitted.

Contents of Who's Invited to Share?

Part One: Defining the Problems

Chapter 1: Who Is Invited to Share?
Chapter 2: What Do We Mean When We Say Diversity?
Chapter 3: Why Is Diversity so Difficult?
Chapter 4: The Worst Thing You Can Call a Boy Is a Girl
Chapter 5: Talk, Diversity, and Gender: Trying to Communicate

Part Two: Searching for Solutions

Chapter 6: What If My Class Is Already Multicultural?
Chapter 7: Talk, Reflection, and Inquiry: Three Key Components
Chapter 8: Learning to Hear Each Other
Chapter 9: Who Are the Outsiders?
Chapter 10: The Inclusive Inquiry Cycle
Chapter 11: Using Literacy to Create Social Justice Classrooms
Chapter 12: What If My Class Is Not Diverse?
Chapter 13: Teaching For Ethics: At School and at Home
Chapter 14: A Final Word

Appendices

Appendix A: When I Got Shot by Erick Padilla
Appendix B: References
Appendix C: Who is Invited to Share in My Classroom
Appendix D: How Well Do You Know Your Students' Home Lives?
Appendix E: Children's Books by Possible Themes
Appendix F: Other Resources for Teaching for Social Justice

Final Vote Results For H.R. 2,

The Students Results Act

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	AYES	NOES	Not Voting
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DEMOCRATIC	200	7	4
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TOTALS	358	67	8

— AYES 358 —

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Kelly
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Kind (WI)
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CONTINUED ON PAGE 38

Final Vote Results For H.R.2

CONTINUED FROM PAGE 41

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Klink
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Kolbe
Kucinich
Kuykendall
LaFalce
Lampson
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Larson
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- ☐ Gifted Education
- ☐ Global Education
- ☐ Higher Education
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The Power of Language

by Dr. Josefina Villamil Tinajero

This is Part II of the keynote address delivered by Josefina Villamil Tinajero, NABE President, at the Texas Association for Bilingual Education Annual Conference.

I have shared with you a bit of my story. And I suspect this story is similar to your own story and perhaps to the stories of many people across this State. But my story and, in fact, all stories are told with a purpose and for a reason. Stories are not just random narratives, stray thoughts, or aimless rambling. Stories communicate a message, be they individual stories or collective stories. As an organization, you are already familiar with our collective story. But what is the purpose or the message of that story? The message of our story is this: there is power in language.

A quote from Sabine Ulibarri reads as follows: "The language, the Word, carries within it the history, the culture, the traditions, the very life of a people, the flesh. Language is people. We cannot even conceive of a people without a language, or a language without a people. The two are one and the same. To know one is to know the other."

Researchers have discovered that language development begins early, even before cultural development—earlier than we ever before thought. Cowley (1997) notes that the journey toward language starts not in the nursery but in the womb, where the fetus is continually bathed in the sounds of its mother's voice. Even while floating in the womb, the fetus can recognize parental voices. She notes that babies

> just four days old can distinguish one language from another. French newborns suck more vigorously when they hear French spoken than when they hear Russian, and Russian babies show the opposite preference. At first, they notice only general rhythms and melodies. But newborns are also sensitive to speech sounds, and they hone in quickly on the ones that matter. (Ibid., p. 17)

That is to say, babies can distinguish the sounds inherent in their *mother tongue*. This is the power of language for each and everyone of us—even before we are born.

Scientists tell us that the native language that babies hear creates a permanent auditory map in the brain. Infants learn the sounds of their native language by the age of six months due to multiple exposures to language from significant adults and siblings in their lives at; 6 months, linguists record their babbling. Isn't that powerful! According to Begley (1997), "...by age 12 months, an infant's auditory map is formed. He will be unable to pick out phonemes he has not heard thousands of times for the simple reason that no cluster of neurons has been assigned the job of responding to those sounds" (p. 31). Such is the power of language.

However, phonemes become words and words become sentences. Cowley (1997) goes on to state that, "...whether they emerge speaking English, Spanish, Czech or Hindi, children travel the same road as they learn to speak and understand words. Children attach meanings to sounds long before they shed their diapers. They launch into grammatical analysis before they can tie their shoes. By the age of 3, most produce sentences as readily as laughter or tears." (p. 16). Such is the power of language.

The L1: The Foundation for Reading

According to a recent report from the National Research Council, *Preventing Reading Difficulties in Young Children*, the process of learning to read is a lengthy one that begins very early in life. For language-minority students this process begins with a different set of sounds, a different set of grammatical constructions, and a different set of vocabulary words—the foundation to beginning reading success. It is only natural to continue this process in a child's own language and to subsequently extend that knowledge to a second or third language.

Genetics provides the raw materials for language develop-

CONTINUED ON PAGE 3

ISSUE HIGHLIGHTS

A Summary of Title IX 6
Transforming the Culture of the Schools 14
Professional Development for School Reform .. 26

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TABLE OF CONTENTS

President's Msg. 1
Executive Director's Msg 4
A Summary of Title IX 6
News from SIGs 10
Bilingual Research Journal 13
Indigenous Bilingual Ed. 14
Book Reviews 16
Resources 19
Upcoming Events 20
NABE '99 Tapes 21
A Response 22
NABE Products Order Form ... 25
Asian/Pacific Amer. Ed. 26
Forecast of Funding Ops 30
Parental Involvement 31
BRJ Subscription Form 34
Membership Application 35

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Message from the President

The Power of Language

CONTINUED FROM PAGE 1

ment, according to Kantrowitz; parents, grandparents and other family members inculcate traditional values and the language—the *mother tongue*. This *mother tongue* molds both the spirit, as well as, the body.

The *mother tongue* is the language in which children learn to express their *Faith*. In this regard, language creates an expressive, aesthetic, cultural, spiritual, and personal milieu that does not lend itself to grammatical analysis. It is the greatest of Gods' miracles! The *mother tongue* imbues a child's worldview; it shapes their perceptions. And according to some linguists, language is an instrument of thought and self-expression, on the one hand, and embodies the history, culture, traditions, and very life of its people, on the other. At the core of these complementary roles, language reveals its morality, spirituality and humanity.

Language is the vehicle for all a child knows, thinks, and dreams; it is both a miracle and a precious treasure. There is power in language. For this reason, the *mother tongue* of our children must not be muted nor silenced. Even when children learn a second, third or even a fourth language and become highly proficient in English, the *mother tongue* must be preserved. It is the very essence of their being and must be cherished, supported and exclaimed! This is the miracle, the power and totality of language.

> *...language creates an expressive, aesthetic, cultural, spiritual, and personal milieu that does not lend itself to grammatical analysis. It is the greatest of Gods' miracles! The* mother tongue *imbues a child's worldview; it shapes their perceptions.*

All of these affects of language are part of our own individual *stories* and our collective *story*. *Story* transcends ages. So as we move into a new millennium, a new age, we will watch and hear our children come of age and begin to tell their own *stories*. As an organization, we have the awesome responsibility of capturing these *stories*—of advocating for children so that their *stories* are their own and exemplify the power of languages.

For this to occur, we must prepare our children for the future—not for the past! Our children must be bilingual, even trilingual in spoken languages and conversant in one or more cyber languages. As advances in communication and technology further shrink our globe, the need grows for individuals who are competent in all academic areas, and who are proficient in more than one language. It means that we must prepare our students to function in a multinational America, an economically interdependent and interconnected America, and an America which is unavoidably drawn more and more into the global framework. Our children must be prepared for this world.

Listening to Our Children's *Stories*

Just as we did, our children will form their own *stories*. Even now our children are beginning to form and to tell their *stories*. As they tell their *stories*, what will they say? What is our hope? Our hope is that they will not share *stories* of anxiety, embarrassment and monolingualism—all of those things that rose from the suppression of our language.

Our hope is that they will tell *stories* about what and who nurtured their native language, *stories* describing who and what nurtured their new language, *stories* defining who and what helped them grow conceptually, and *stories* of who taught them to think creatively and critically—applying diverse metaphors and using different phonemes. We want them to tell *stories* of being immersed in a world that cherished multilingualism, multiculturalism and cherished all children and nurtured them in their native language, the culturally dominant language, and perhaps even another language of their choice. We want the richness of language to be a pivotal part of their confident, successful and vibrant *stories*. The reason I tell my *story* is so that tomorrow's children will be able to tell theirs.

Ladies and gentlemen, we need your leadership. We need the consistent and effective leadership that you have unswervingly demonstrated to make this happen for our children. We need your full leadership to help our children be the prophetic voice of the future. Thank you for your past and present support. Welcome to the future and welcome to TABE '99.

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Message from the Executive Director

Grave Concerns About H.R. 2

by Delia Pompa

In my last column, I wrote about the need to ensure that our message is heard by more than just our fellow advocates and like-minded colleagues—about reaching beyond the choir. The importance of this is clearly manifested in recent Congressional action regarding two key federal programs that benefit our children—Title I and Title VII of the Elementary and Secondary Education Act.

The following are excerpts from a letter I sent to **every** *member of the U.S. House of Representatives on October 19, 1999—on the eve of what would be a display of misunderstanding and apathy towards our children and the programs that serve their specific needs, by a majority of Congressional representatives. Their vote of 358 to 67 underscores the scope of our task and serves as a harsh reminder that too many in our nation have yet to understand the advantages of bilingual education and the severity of the challenges facing a growing number of children in our schools.*

NABE's opposition of H.R. 2 is based on grave concerns regarding provisions for "Parental Notification and Consent for English Language Learners" as included in Title I of the proposed legislation. We strongly believe this bill, as reported out of committee, would severely hamper access for millions of Limited English Proficient (LEP) students to crucial educational services.

Recognizing that the LEP student population was one of the fastest growing sectors of the school age population and that LEP students were most in need of quality educational services, Congress explicitly stated in the 1994 Improving America's Schools Act that, "limited English proficient students are eligible for educational services on the same basis as other children selected to receive Title I services."

NABE strongly supports parental involvement, and many of our members are parents. However, the "Parental Notification and Consent for English Language Learners" requirement included in the current version of H.R. 2 creates harmful educational policy for LEP students. The bill:

- **Is inconsistent with Title VI of the Civil Rights Act.** The bill has a disparate impact on LEP students, as they would be the only group required to obtain "informed parental consent" in order to receive the educational services to which they are otherwise entitled. This disparate treatment raises numerous concerns under Title VI of the Civil Rights Act of 1964 which guarantees access to equal educational opportunities for LEP students.
- **Creates a disincentive for schools to serve LEP students appropriately through Title I.** The administrative burden placed on schools before they can provide appropriate services tailored to LEP students' unique needs would be so great under this provision that schools will be tempted to overlook the need for specialized language services for LEP students.
- **Pits the needs of children against the politics of language.**

We are also extremely concerned about the status of the reauthorization of the Bilingual Education Act (BEA). Although H.R. 2, as reported out of committee, did not include the BEA, we understand it may be included in a manager's amendment for floor consideration. The BEA must contain the following provisions in order for NABE to support any manager's amendment that includes the BEA. The bill must:

- **Fund the best programs serving the neediest children.** We believe this is best done through the current competitive grant process. Furthermore, we oppose block granting the BEA because it would dilute scarce funds and diminish program quality.
- **Incorporate the freedom and flexibility for schools to use the tools (based on best practices and research) necessary to help LEP students reach high academic levels while they are also learning English.**

We oppose any proposal that prohibits or discourages using the native language as a tool for academic learning. The BEA must allow schools the flexibility to choose instructional methods that are best suited for their students, including using native language instruction. Using native language instruction is supported by research completed by the National Academy of the Sciences and most recently, a 1998 National Research Council report, Preventing Reading Difficulties in Young Children

- **Support federal bilingual education programs that promote dual language development for all children, regardless of their native language.** Bilingual education can help our country compete in a global economy by helping all students learn a second language.

Continued on page 23

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NABE is pleased to announce the following keynote and featured speakers who will address conference participants.

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Stephen Krashen, *University of Southern California-Saturday Morning*

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Henry Cisneros, *President of Univision-NABE 2000 Closing Gala-Saturday Night*

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Special Education
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Many other presenters have been invited and will add to the quality and diversity of topics addressed. Over 300 concurrent sessions (45 minutes—Papers, Reports, Demonstrations; 90 minutes—workshops, symposia) will be scheduled Thursday through Saturday.

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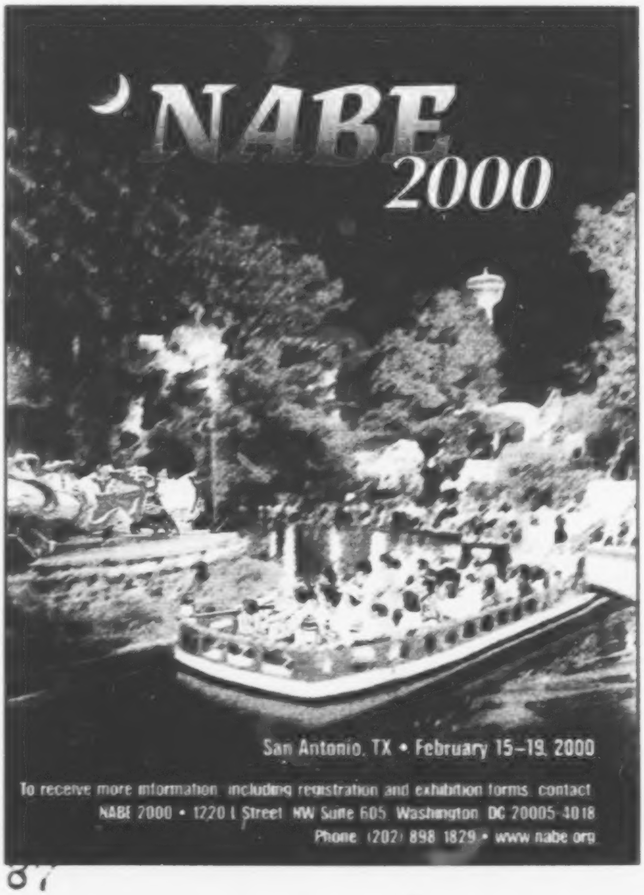

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A Summary of Title IX of H.R. 2

Title IX of H.R. 2 "Student Results Act" would revise Title VII (Bilingual Education, Language Enhancement, and Language Acquisition Programs) of the ESEA dramatically. Among other things, the bill sets up Title VII instructional programs to be block granted by formula to the states once funding reaches $220 million, eliminates the National Clearinghouse for Bilingual Education, eliminates Academic Excellence Awards, eliminates the 25% cap on Special Alternative Instructional Programs, and deletes all positive references regarding native language instruction and developing proficiency in more than one language.

ENGLISH LANGUAGE EDUCATION

Sec. 7102. Findings and Purpose. Section 7102 of the bill would amend section 7102(a) (Findings) and (b) (Policy) of the ESEA by eliminating 12 findings in current law including findings regarding the benefits of native language instruction. Adds a new finding stating English is the common language of the United States. The bill eliminates the (b) policy section altogether and eliminates most of the purposes in current law. The bill states the purpose of the Act is to help ensure LEP children attain English proficiency, develop high levels of academic attainment in English, meet the same challenging State content standards, and develop high quality programs designed to assist LEAs in teaching LEP children.

Sec. 7103. Parental Notification and Consent for English Language Instruction. Section 7103 of the bill creates a new requirement that LEAs using funds under this title to provide English language instruction must inform the parents of the child that their child is receiving services. Parents must be notified of the reasons for identification, the child's level of English proficiency, how the English language instruction program will specifically help the child acquire English, the specific exit requirements, and the expected rate of transition from the program into a classroom not tailored to LEP students.

LEAs must take the following actions to ensure "informed consent" depending on the period of the time the LEA identified the child as LEP:

- **Prior to the school year**. If the LEA identified a child as LEP *prior* to the school year, they must obtain consent prior to the placement of the child in an English language instruction program if the program uses any language other than English for instruction (native language instruction) or if instruction is tailored to LEP students. If written consent is not obtained, the LEA must keep a written record that includes the date and manner in which the parent gave consent. The LEA must make a "reasonable and substantial effort" to obtain consent. If the LEA is unable to obtain consent, it must document when notice to the parents was given and its specific efforts made to obtain consent. The LEA shall keep proof of documentation mailed or delivered in writing to the parents prior to placing the child in appropriate instructional services. After the LEA sends a final notice requesting parental consent for such services, the LEA may provide appropriate educational services to an LEP student.
- **During the school year**. For an LEP child identified *after* the school year begins, the LEA must document, in writing, its specific efforts made to obtain consent PRIOR to placing the child in an appropriate instructional program. The LEA must mail or deliver in writing to the parents' documentation advising them that their child has been placed in a program and provide information on how to remove their child from the program. After such documentation has been made, the LEA may provide educational services to the child. The bill gives parents the absolute right to select among the methods of instruction if and when more than one method are offered and immediately remove their child from the program upon request. Parents must receive the information in a manner understandable to the parent.

Sec. 7104. Testing of LEP Children. The bill states that LEP students, to the extent practicable, shall be tested with assessments in the language and form most likely to yield accurate and reliable information about what students know and can do in content areas. LEP students who have attended school in the U.S. for three or more consecutive school years shall be tested for reading or language arts with a test written in English—unless the LEA determines on a case-by-case basis that assessments in another language and form would yield more accurate and reliable information. The LEA may assess such student in an appropriate language other than English for one additional year.

Sec. 7105. Conditions of Effectiveness of Subparts 1 and 2. The bill allows for Subpart 1 (competitive grants) to be in effect until funding reaches $220 million which will then trigger subpart 2 (block grants to States).

Sec. 7106. Authorization of Appropriations. The bill would amend section 7103(a) of ESEA to authorize the appropriation for Subpart 1 (competitive grants to LEAs), Subpart 2 (block grants to States) $220 million and such sums as may be necessary for the four succeeding years.

Subpart 3 is authorized $60 million for FY2000 and such sums as may be necessary for the four succeeding years.

Subpart 4 is authorized $16 million for FY2000 and such sums as may be necessary.

Subpart 1- Discretionary Grant Program

Sec. 7111. Financial Assistance for Programs for LEP Children. The bill states the purpose of this section is to assist LEAs develop and enhance their capacity to provide high-quality instruction through English language instruction and programs which assist LEP students achieve the same high level of academic achievement as other children.

Sec. 7112. Financial Assistance for Instructional Services. The bill consolidates the current four grants for Program Enhancement Projects, Program Development and Implementation Grants, Comprehensive School Grants and Systemwide Improvement Grants into one grant.

The bill would authorize the Secretary to award grants for a period of time to be determined by the Secretary based on the type of grant sought. The grants must use scientifically based research approaches and methodologies and be used to: 1) develop and implement new English language and academic content instructional programs; 2) carry out highly focused, innovative, locally designed projects to expand or enhance existing English language programs; 3) implement school-wide programs for restructuring, reforming, and upgrading all relevant programs and operations; and 4) implement within an entire LEA, agency-wide programs for restructuring, reforming, and upgrading all relevant programs and operations.

The bill would allow grants to be used for upgrading program objectives, improving instructional programs by: 1) identifying, acquiring and upgrading curricula, instructional materials, educational software, and assessment procedures; 2) providing professional development for classroom teachers, administrators, and other school personnel; 3) developing tutoring programs that provide early intervention and intensive instruction; 4) providing family literacy services and parent outreach and training.

Sec. 7113. Sec Native American and Alaska Native Children in School. The bill allows schools operated predominantly for Native Americans or Alaska Native children, an Indian tribe, a tribally sanctioned educational authority, a Native Hawaiian or Native American Pacific Islander native language education organization, or a school operated by the Bureau of Indian Affairs shall be considered an LEA and shall submit any application for assistance directly to the Secretary along with timely comments on the need for the proposed programs.

Sec. 7114. Applications. The bill requires eligible entities to submit an application to the Secretary at such time, in such form and containing such information as the Secretary may require. The state educational agency shall receive a copy of the application. The application must include documentation that the applicant has the qualified personnel required to develop, administer, and implement the proposed program.

An application for a grant may be approved only if the Secretary determines that the program will use qualified personnel, including personnel proficient in English and other languages used in instruction and the needs of children in nonprofit private elementary and secondary schools have been taken into consideration. The Secretary must also find that the student evaluation and assessment procedures are valid, reliable, and fair for LEP students and that use of federal funds will supplement and not supplant state and local funds.

Sec. 7115. Intensified Instruction. The bill allows grant recipients to intensify instruction by expanding the educational calendar of the school.

Sec. 7116. Capacity Building. The bill requires grants recipients to use the grants in ways that will build the recipients capacity to continue to offer services once federal assistance is reduced or eliminated.

Sec. 7117. Subgrants. An LEA cannot make a subgrant or enter into a contract with other entities to carry out an approved program.

Sec. 7118. Special Consideration. The bill requires the Secretary to give special consideration for programs that 1) enroll a large percentage or number of LEP students, 2) take into account significant increases in LEP children in areas with low concentrations, and 3) address the needs of school systems of all sizes and geographic areas, including rural and urban schools.

Sec. 7119. Coordination with other Programs. The bill requires a State receiving funds under this subpart to coordinate with other programs under this Act and other Acts.

Sec. 7120. Notification. The SEA or State board for postsecondary education shall be notified within three days of the date an award is made to an eligible entity within the State.

Sec. 7121. State Grant Program. The bill authorizes the Secretary to make an award to a SEA so long as the amount does not exceed 5% of the total amount awarded to LEAs within the state under subpart one for the previous fiscal year. The minimum grant for any fiscal year cannot be under $100,000. The money should be used for data collection and training of SEA personnel in educational issues affecting LEP children.

CONTINUED ON PAGE 8

A Summary of Title IX

CONTINUES FROM PAGE 7

Subpart 2 – Formula Grant Program

Sec. 7131. Formula Grants to States. Once subpart 1 is appropriated to the limit of $220 million, the Secretary shall make a grant for the year to the State. The Secretary shall reserve not less than .5% to provide federal financial assistance to Native Americans, Native Hawaiians, etc.

The state must agree to expend at least 95% of the amount of funds for subgrants to eligible entities. The State can use the remaining 5% for professional development, planning requirements, technical assistance and bonuses to subgrantees whose performance has been exceptional in terms of speed with which LEP students attain English and meet challenging State content standards. The State cannot use more than 2% for planning administration.

Sec. 7132. Native American and Alaska Native Children in School. The bill provides entities meeting the definition of an Indian Tribe, Native Hawaiian educational organization, etc. to submit its application directly to the Secretary; otherwise they shall be eligible for a grant on the same basis as any other LEA.

Sec 7133. Application by States. The bill requires states to submit applications that describe the process the State will use in making subgrants, contains an agreement that the State will annually submit a summary report describing the use of funds, contains an agreement that the State will provide one year of funding for LEAs receiving Title VII funds prior to the enactment of the Student's Results Act. After the one-year extension, states will give special consideration to such LEAs. The State must agree to address the needs of all school systems of all sizes and in all geographic areas, including rural and urban schools. Subgrants will be of sufficient size and scope to allow LEAs to carry out high quality education programs and coordinate it programs with other programs as appropriate.

The State must monitor the progress of LEP students enrolled in programs in attaining English proficiency and meeting challenging State content standards and agree to withdraw funding from programs where the majority of students are not attaining English proficiency and State content standards after three academic year of enrollment. The State shall provide technical assistance to grantees that fail to satisfy this requirement for 1 year prior to the withdrawal of funding.

The State must require eligible subgrantees to annually assess the English proficiency of all LEP children served.

Sec. 7134. Subgrants to Eligible Entities. The State may make a subgrant for LEAs using scientifically based research approaches and methodologies and be used to: 1) develop and implement new English language and academic content instructional programs; 2) carry out highly focused, innovative, locally designed projects to expand or enhance existing English language programs; 3) implement school wide programs for restructuring, reforming, and upgrading all relevant programs and operations; and 4) implement within an entire LEA, agency-wide programs for restructuring, reforming, and upgrading all relevant programs and operations.

The bill would allow subgrants to be used for upgrading program objectives, improving instructional programs by: identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures; providing professional development for classroom teachers, administrators, and other school personnel; and developing tutoring programs that provide early intervention and intensive instruction; and providing family literacy services and parent outreach and training.

Programs funded must be designed to assist LEP students attain English proficiency and meet challenging State content standards as soon as possible and to move into a classroom where instruction is not tailored for LEP students. An eligible entity shall select one or more methods of forms of instruction to be used in the programs.

The length of the subgrant shall be determined by the State in its discretion.

Requirements for approval: The subgrantee application must include assurances that:

- The LEA will use qualified personnel who have appropriate training and professional credentials in teaching English.
- The LEA will annually assess the English proficiency of all LEP children.
- The LEA's proposal is based on sound research and theory.
- The LEA has described how LEP students will be fluent in English after three academic years enrollment.
- The LEA will ensure that programs enable children to speak, read, write and comprehend the English language and meet challenging state contend and performance standards.
- The LEA is not in violation of any state law (California) regarding the education of LEP children.

Sec. 7135. Determination of Amount of Allotment. The Secretary shall make grants to States based on the total number of LEP students in the State, excluding Puerto Rico. Puerto Rico shall be allotted an amount equal to 1.5% of the sums appropriated. For outlying areas, the Secretary shall allot .5%.

Minimum allotment: The Secretary shall not allot to any State an amount that is less than 100% of the amount received for FY2000 by the State, the SEA and all LEAs in the State.

Use of Data. The number of LEP children in the state shall be made public using the most recent data available as provided by the State to the Secretary. The State shall provide assurance to the Secretary that such data are valid and reliable. The Secretary may not reduce a State's allotment based on the State's preferred method of teaching English being immersion.

Sec. 7136 Distribution of Grants to Eligible Entities. The State must use at least 50% for LEAs that enroll a large percentage or a large number of LEP students and the remainder shall be allocated on a competitive basis to LEAs within the State to address a need brought about through a significant increase, as compared to the previous two years, in the percentage or number of children who are LEP and other LEAs serving LEP students.

Sec. 7137. Special Rule on Private School Participation. This is a covered program as defined in section 14101(10).

Subpart 3 Professional Development

Sec. 7141. Purpose. The purpose of this part is to assist in preparing educators to improve educational services for LEP students.

Sec. 7142. Professional Development and Fellowships. The bill collapses the four grants in current law into one grant and allows for authorized activities similar to the four grants authorized in current law. Grants shall be used for:

- Developing and providing on going in service professional development for teachers, school administrators, and pupil services personnel;
- Incorporating courses and curricula on appropriate and effective instructional, and assessment methodologies, strategies, and resources;
- Upgrading the qualifications and skills of teachers to ensure they are fully qualified as required in section 1610, including certification and licensure as a teacher of LEP students;
- Training secondary school students as teachers of LEP children and train, as appropriate, other personnel;
- Awarding fellowships for master's, doctoral and postdoctoral study; and
- Recruiting elementary and secondary school teachers of LEP students.

The grants must be for five years or less, and no more than 15% can used for the fellowships and recruiting of teachers.

Sec. 7143. Application. The application must be submitted to the Secretary and contain a description of the

- proposed professional development or graduate fellowship program to be implemented;
- scientific research on which the program is based;
- an assurance that funds will be used to supplement and not supplant other professional development activities;

Sec. 7144. Program Evaluations. Evaluation of programs shall occur every two years and include data on post-program placement, how such training relates to the employment of persons served program completion and such other information requested by the Secretary.

Sec. 7145. Use of Funds for Second Language Competence.

Provides for a 10% cap on funds used to develop any program participant's competence in a second language for use in instructional programs.

Subpart 4 – Research, Evaluation, and Dissemination

Sec. 7151. Authority. The Secretary shall conduct and coordinate research activities through OERI and the Office of Educational Services for Limited English Proficient Children. Activities shall be limited to research to identify successful models for teaching LEP students English and meeting state content and performance standards. Research conducted may not focus solely on any one method of instruction.

Part D General Provisions

Sec. 7401 Definitions

Sec. 7402 Construction

Sec. 7403 Evaluation. Part A programs will be evaluated every two years. Information in the evaluation must include the progress made by students in learning English and meeting state content standards, the number and percentage of students in the programs attaining English language proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency and the progress made by students meeting state content standards or each of the tow years after students are no longer receiving services under this part.

The evaluation will be used for improvement of programs and determine whether to continue funding. Evaluation components include determining whether students, "have achieved a working knowledge of the English language that is sufficient to permit them to perform, in English in a classroom that is not tailored to LEP students."

Sec. 7404 Construction. Nothing in Part A shall be construed as requiring a State of LEA to establish, continue, or eliminate a program of native language instruction.

Sec. 7407 Civil Rights. Nothing in the title shall be construed in a manner inconsistent with any federal law guaranteeing a civil right.

Sec. 902. Conforming Amendments. OBEMLA is now named the Office of Educational Services for LEP children.

This summary of Title VII was developed by Patricia Loera, Esquire, NABE Legislative Director.

– NABE –

News and Notes From NABE's SIG

Key Findings from Listening to Voices from the Field

by Rosario Diaz-Greenberg, C.S.U., San Marcus

The six interviewees included Denise, a Coordinator of Outreach Education at a University Disabilities Resource Center and an adult with muscular dystrophy; Ron, a professor of teacher education with Jewish heritage and an adult with hearing loss; Michelle, a special educator candidate at the time of the interview and a young adult with hearing loss with Armenian Jewish heritage; Gena, a Norwegian American, a secondary education teacher candidate who was labeled while a teenager with several diagnoses (such as bipolar, alcoholism, drug addiction); Diane, an elementary teacher earning her English as a Second Language endorsement and an adult with Cherokee Irish heritage diagnosed with learning disabilities as a teenager; and Tim, a "chronologically challenged adult" with learning disabilities and from a French Canadian and English heritage, a director of a residential school for students with behavioral disabilities and a participant in an advanced graduate program.

First, it is clear that their experiences are unique as are their contributions and their compensations. It should be emphasized that (sometimes in spite of their schooling experience) these adults with disabilities are successful in the eyes of the world. Their uniqueness is evident in their comments when asked about their reaction to the word disability. For example, Denise 'hates' the word. She relates the word to a disabled car, which implies nonfunctional. This is echoed by Ron who sees the pejorative aspects of the labels which cause us not to even see it. Similarly Michelle views the term as having negative connotations whereas Gena laments that her special needs were so invisible, so ignored, that even her explicit cry for help was not seen. Tim, on the other hand, perceives his disability as a strength in his ability to empathize with others who have disabilities. Only Diane reports the possible advantages of having her special needs recognized, allowing her to gain access to services ('privileges' as she says).

Second, they are articulate. When asked what ideas or advice they might have for educators to make sure students with disabilities express their voice, they have very specific suggestions that indicate the possible benefits of using a critical pedagogy approach. A particular focus was the idea of helping students with disabilities express their voice. For example, Gena urges, "Never put a child in a situation to receive a label," while Denise reminds us, "[Help children with disabilities] become proud of what we can bring to mainstream society." As Ron says, "Make sure your students understand that they...have very important things to contribute..." and Tim suggests, "Inquire of the child...and then play back how they describe their thinking."

Third, participants from a wide variety of audiences also reported new thoughts and feelings as they listened to the voices of the interviewees. For example, at two regional conferences (California's The Association for Persons with Severe Handicaps, CalTASH, in San Diego in April and the California Association for Bilingual Education, CABE, in Los Angeles in March), the concept of struggle emerged, as suggested by the following generative statements: "[The Voices show people with disabilities in various stages of being trapped versus being liberated" (CABE99 participants) and "There is a yin-yang, contradiction, of feeling my identity and being able to cope with my labels" (CalTASH99 participants).

Similarly, at two international conferences (the 5th annual conference of the Pedagogy and Theater of the Oppressed in New York City in June and the 24th annual conference of the Association for Teacher Education Europe in Leipzig in August), participants volunteered to speak on behalf of the interviewees by reading excerpts from their interviews, thereby eliciting deep feeling tone and empathy. Participants in these sessions enthusiastically engaged in a dialogic retrospection that resulted in the identification of several generative themes. The theme of non acceptance emerged as indicated by the following sentences, "No one wants to be defined by others!" (ATEE99 Leipzig participants) and "The label is not who I am!" (PTO99 NYC participants).

Conclusions

The process of asking questions, listening, reflecting on themes, and returning to a new dialogue created new awareness for everyone: researchers, interviewees, and .conference participants who listen to the voices from the field. Freire (1970) writes, "Dialogue is the encounter between [people], mediated by the world, to name the world" (p. 69). For those who want to transform the worlds of special education and critical pedagogy, a dialogue with each other can provide the opportunity to transform. By listening to the words of each of the six adults with disabilities we interviewed, we felt we were able to enter their worlds. We heard others who had never met our interviewees similarly enter the worlds of these six individuals with disabilities. We have a new-found inspiration and respect for the contradictions and complexities that school life offered them as well as a renewed commitment to create transformative educational experiences.

By applying a critical pedagogy approach in special education, as in this one small attempt to listen to the voices of those with disabilities, we hope to shed some light on how the education system itself might be reformed to support a more dynamic interactive sense of self for students with special needs. For example, we believe that there are some common goals between critical pedagogy and inclusive education that might form a basis for a shared dialogue. One goal for critical pedagogy is transformative education where the learner can self-reflect and take action to experience a freer self, a freer life. A goal for inclusive education is the transformation of schooling itself to welcome, value, and support the learning of all children in shared experiences.

We are enheartened by the preliminary results of this dialogic dialectic process to elicit voice. We listened to their individual voices and believe that collectively their shared wisdom informed both critical pedagogy and inclusive education as represented by their statements. As a caution, we are reminded that those who practice both a critical pedagogy approach and an inclusive education approach must be self-conscious about the process of re-inventing. "Freire never wished his "method" to be a "method." He loathed the idea of his approach being replicated, so he constantly cautioned us against it." (Rosario Diaz-Greenberg, e-mail communication to the Critical Pedagogy and Inclusion research team, 7/8/99.) Whereas it is true that some of the groups that Freiere worked with held certain commonalties, the most important issue was to let each individual realize the power of her individuality and then look at what could be done to change her and the group's reality. This is where critical pedagogy and the inclusion movement touch each other. The most important principle from both critical pedagogy and the inclusion movement lies in this suggestion for action, creating a new world.

References

Freire, P. (1970). *Pedagogy of the oppressed.* NY: Seabury.

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*This paper is derived from an on-going study conducted by Diaz-Greenberg, R., Thousand, J., Beckett, E. C., Cardelle-Elawar, M., Nevin, A., Reese, R., & McNeil, M. (1999). *Critical pedagogy and inclusion: Common struggles for change as expressed by voices from the field.* Contact R. Diaz-Greenberg, COE, CSU San Marcos, CA, 95096 or A. Nevin, COE, ASU West, Phoenix, AZ 85069.

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Issues in Indigenous Bilingual Education

Column Editor: Dr. Jon Reyhner, Northern Arizona University, AZ

Transforming the Culture of Schools

by Jon Reyhner

Title VII and other bicultural teacher training programs have successfully increased the number of minority teachers in America. However because teaching expectations are culturally-based, these teachers often encounter mistrust, disdain and hostility in their new classrooms. The recently published book, *Transforming the Culture of Schools: Yup'ik Eskimo Examples*, describes these apparently insurmountable difficulties and the subsequently creative solutions. These Yup'ik Eskimo teachers discovered their key solution to be the *Ciulistet*, an indigenous support group.

The University of Alaska's Cross-Cultural Education Development (X-CED) Program, founded a quarter century ago, is a field-based teacher training program for Native Alaskans that has helped increase the number of indigenous teachers in Native Alaskan villages from less than one percent to twenty-five percent since its conception. However, graduates of the program often felt rejected on two fronts: mainstream teachers and school administrators scorned the alternative nature of their teacher-training program; and, Native Alaskan communities ostracized the alien appearance associated with being a teacher. As Yup'ik teachers began to enter the school systems, "they were both welcomed and treated as objects of suspicion. Administrators feared if they hired Native teachers, they could never dismiss a poor or unsuccessful teacher" (p. 46). For the village community, a new Yup'ik teacher, "should not act white, but if she acted as herself (Yup'ik), she was not considered a 'real teacher,' or not as good as the White teachers" (p. 60). Thus, the new Yup'ik teachers, "struggled with doubts about their effectiveness as teachers and about their ability to be of service to their communities" (p. 25).

> *Yup'ik teachers wanted to treat their students like a family rather than as objects for drill and practice.*

In an effort to balance expectations, the Yup'ik teachers rejected the profuse *bubbly* praise promoted by traditional outside teachers—Yup'iks believe that, "overly praising will ruin a person" (p. 126). More important, they wanted to provide their students with greater comprehensible input in terms of language and content. Although this approach contradicted the dominant decontextualized methodology pervading Alaskan schools, the teachers understood the necessity for a Yup'ik culture-based curriculum. Yup'ik, "children in the village were raised to be self-reliant and have a great deal of responsibility." However, "in school, they learned to look upon the teacher as an authority figure who tells them what to do, when to do it, and how to do it." (p. 95).

A Yup'ik teacher emphasized, "establishing a strong personal relationship with students," in contrast to the outsiders' ideas that *good teachers* were teachers who had the, "ability to impart content knowledge" (p. 101) and that content was designed to replace the Yup'ik teachers were faced with a cultural conflict just as their students were. Fortuitously, one new sympathetic superintendent of schools encouraged the formation of a group of all the certified Yup'ik teachers in his school district in 1987, which became known as the *Ciulistet*. The *Ciulistet* has grown into a general support group for Yup'ik teachers and has expanded over time to include village elders.

This support is needed because, "Yup'ik culture conflicts powerfully with cherished values associated with mainstream schooling and society" (p. 5). Mainstream schooling, according to the authors, emphasizes, "abstract learning decontextualized from personal experience and organized into chunks to fit prescribed time, spaces, and places of learning" while Yup'iks desire, "knowledge validated through personal experience—typically related to subsistence off the land" (p. 25).

The new Yup'ik teachers did not take to phonics instruction and the pervasive Nomination, Elicitation, Evaluation (NEE) model of teaching used by the outsider teachers. In the NEE model, a teacher repeatedly calls on individual students in their classroom and asks them questions that the teacher already knows the answer to, and then the teacher tells the whole class whether a student has answered correctly. This teaching model *spotlights individual students* in a way that is contrary to traditional Yup'ik child rearing practices.

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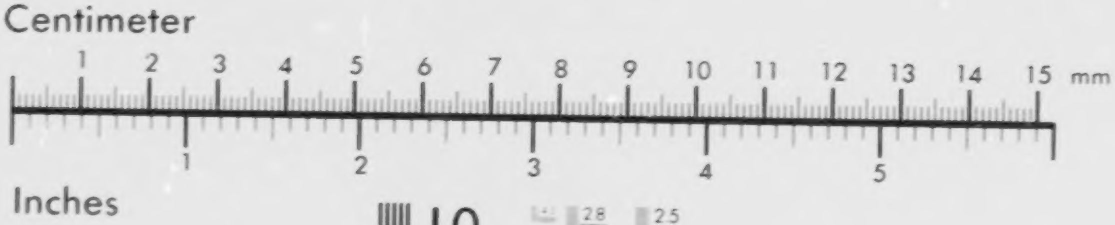
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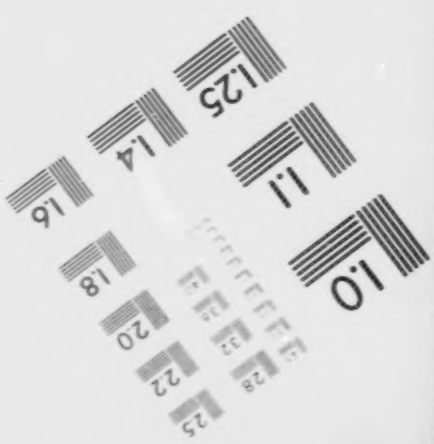
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minority children—such as DISTAR, Madeline Hunter's version of Direct Instruction, and Success for All that tend to turn both students and teachers into robots following a script—were disliked by Yup'ik teachers because the programs forced teachers to rush through lessons and did not allow them flexibility. Yup'ik teachers wanted to treat their students like a family rather than as objects for drill and practice.

However, the situation faced by *Ciulistet* teachers is not an either/or choice between traditional Yup'ik life and child rearing practices and mainstream American culture and its classroom practices. While schools are a meeting place between the two cultures, neither are monolithic entities. "Traditional cultures face a series of modern choices," and Yup'ik teachers act as cultural brokers, "negotiating a curriculum with the help of both village elders and outside facilitators such as the professors in the X-CED program" (pp. 26-27).

Yup'ik teachers called for, "more content that related to the children's environment and culture so they could learn rapidly" (p. 52), but they also recognized the need for literacy and learning about the outside world. The *Ciulistet* teachers have found that the rich Yup'ik "oral tradition, rich in its explanations of the relationships among people and between people and the environment, offers teachers numerous possibilities for developing oral and written literacy" (p. 193).

Using support from the National Science and Annenburg Foundations, *Ciulistet* teachers developed culturally appropriate mathematics and science curriculum. This culturally compatible curriculum built mathematical and science concepts on the prior knowledge that students brought to the classroom from their village, including their fluency in the Yup'ik language. However, use of the Yup'ik language is still marginalized in the schools with the result that unless more progress is made, the language will be lost.

While not easy reading, *Negotiating the Culture of Schools* highlights the problems faced and opportunities offered as more ethnic minorities become teachers in our schools. Historically, the dominant culture's approach to minority schooling that concentrates on replacing the minority culture and its language with the dominant culture and English has failed many minority students. When this assimilationist approach is persisted in— which seems to be the case now in California under Proposition 227— some children and their families reject schooling while other children can become lost between their families and the demands of the school.

To prevent this persistent failure, the authors of *Negotiating the Culture of Schools* recommend increasing the number of minority teachers, helping them form support groups, involving elders and other community members in those groups, and establishing ties to other groups, including indigenous educators elsewhere, and even to mainstream teachers once the local community has a clear educational agenda mapped out.

The culturally negotiated curriculum advocated by the authors of this book offers more than a compromise and is not simply a matter of taking the best from both cultures. It is a complex process of decision making that must go on in every community to determine what is best for that community and its children.

I recently viewed again the videotape *E Ola Ka 'Olelo Hawai'i* produced by the 'Aha Punana Leo (1997) in Hawai'i, which dramatically portrays the most successful recent effort for indigenous language revitalization in the United States. This video makes a powerful statement about the value of the Hawaiian language and culture for Native Hawaiians, and it especially emphasizes the successful efforts to change English-only state laws and to involve the whole family in their children's schooling and to make the school and classroom "like a family."

Individual teachers neither can produce a whole new culturally responsive curriculum on their own nor can they individually change repressive laws. It is through group efforts such as the *Ciulistet* and *'Aha Punana Leo* that indigenous teachers can find the moral and curricular support they need to transform the culture of their schools.

Editor's Note: *Contributions to the* ***Issues in Indigenous Bilingual Education*** *column should be sent to Jon Reyhner, Center for Excellence in Education, Northern Arizona University, P.O. Box 5774, Flagstaff, AZ 86011-5774, (520) 556-9782, fax (520) 523-1929; or by e-mail at <jon.reyhner@nau.edu>.*

- NABE -

CONFERENCE REMINDER

NABE 2000 is fast approaching! In preparation for a successful meeting, we would like to remind you of the following tasks associated with the conference:

- Submitting **nominations** for NABE Board of Directors (by the affiliate delegate at the Nominations Committee Meeting).
- Preparing **resolutions** for action by the NABE Board (to be presented at the Resolutions Committee Meeting).
- Preparing **updates** on special interests, making recommendations by the SIGs to the NABE Board (to be drafted at the SIG Business Meetings).

The NABE staff thanks each of the hundreds of volunteers who contribute thousands of hours on behalf of limited English proficient students.

NABE NEWS Book Reviews

Column Editor: Dr. Beti Leone, Fresno Unified School District, Fresno, CA

How to be an Effective Teacher: The First Days of School

Reviewed by Beti Leone, Ph.D.

My introduction to *The First Days of School* occurred when a colleague presented it to me. As a mentor to newly hired teachers, she and other experienced teachers had received a copy and found it extremely useful for their own teaching. I quickly realized, as I began reading, how useful this book could be for my curriculum. Although I have been teaching for many years, the teaching landscape is always changing—there are always new ages of students, new schools, and new situations to adapt to—and I realized that this was the book I had been searching for to provide additional tools for understanding these complex terrains.

In fact, with the large number of teachers coming from other professions, of teachers re-tooling themselves or perhaps not going through traditional teacher training programs, *The First Days of School* reminds us of all the things that we now know we needed or wanted to do last year but failed to. It also reminds us of those things we do all the time but wish we could improve. In other words, this book offers a concrete, friendly key to success for any teacher, presented in an easy-to-read format. This makes it so much more readily useable, given all the other things that make demands on a teacher's daily agendas. *The First Days of School* is a very useful book for any teacher, and it can help with some of the basic preparation needed to be a more effective teacher. Although it may seem to be similar to other books available for new teachers, this book stands apart because of its philosophy, clarity, reader-friendly format, solid theoretical and practical connections, and its comprehensive quality. A quick glance at its table of contents provides the first indication of this quality.

Introduction

How to change the culture of education
Five units at a glance
How to use this book
Why you need this book
For those helping teachers become effective teachers
Unit A Basic Understandings: The Teacher

1. What you need to succeed on The First Days of School
2. What is an effective teacher?
3. How you can be a happy first-year teacher
4. How you can be an effective veteran teacher
5. Why you should use proven research-based practices Unit B First Characteristic: Positive Expectations
6. Why positive expectations are important
7. How to help all students succeed
8. How to dress for success
9. How to invite students to learn
10. How to increase positive student behavior Unit C Second Characteristic: Classroom Management
11. How to have a well-managed classroom
12. How to have your classroom ready
13. How to introduce yourself to the class
14. How to arrange and assign seating
15. How to post your assignments
16. When and how to take roll
17. How to maintain an effective grade record book
18. How to have an effective discipline plan: Part I: Rules
19. How to have an effective discipline plan: Part II: Consequences & rewards
20. How to have students follow classroom procedures Unit D. Third Characteristic: Lesson Mastery
21. How to increase student learning and achievement
22. How to get your students to do their assignments
23. How to get your students to pass their tests
24. How to get your students to work cooperatively Unit E. Fourth Characteristic: The Professional
25. How to achieve happiness and success as a teacher
26. How you can become a professional educator Epilogue Index

Questions and Answers

Because the book offers so much, the best way to describe it may be by means of questions and answers, as well as a few examples.

Q1: What is the philosophy of Wong and Wong in *The First Days of School?*

A: This philosophy is positive and very communicative. That is, the book practices what it preaches. It teaches teachers about many topics and techniques, listed in the introductory section, *Why you need this book*:

1) How to have your classroom prepared for instruction
2) How to establish credibility with your students
3) How to have a discipline plan that works
4) How to have procedures and routines that cause a classroom to run smoothly

5) How to have students who will work together in cooperative learning
6) How to maximize academic learning time
7) How to give assignments that are clear and concise
8) How to write a criterion-referenced test.

Q2: What are a few pieces of advice or recommendations given by Wong and Wong?

A: Referring to pieces of advice throughout the book, a few quotes give an idea of this advice.

- If you are going to be a teacher, you've got to know how to teach.
- If you dare to teach, then you must dare to learn.
- Readiness is the primary determinant of teacher effectiveness.

Finally, the authors promise some beneficial growth from the book. These include:

- Feeling less stress.
- Having fewer problems in the classroom.
- Feeling better about your capabilities in the classroom.
- Seeing greater student success.

Q3: Why is *The First Days of School* useful for bilingual, ESL, and mainstream teachers of culturally and linguistically diverse students?

A: One of the first things that caught my eye was the sheltered way that *The First Days of School* is presented. That is, the book is very "language-aware." In fact, it is so much so that a teacher might think about trying parts of it to help facilitate the learning (and teaching) of classroom culture, social uses of English, and ways for teachers to be better prepared for diverse backgrounds of students. Because the material is presented in such a clear, concrete, step-by-step way, teachers can see that many of the everyday things that they do and expect students to do and know may need to be more explicitly stated and taught. More important, this set of classroom techniques includes the very same cultural and classroom background information that new English language learners need, especially newcomers to the US educational system; with this information, the new English language learners can become better oriented to our schools and classrooms and eventually achieve the same academic success as their English-speaking peers. Two examples of the careful, sheltered way of presenting material in this book are a list of effective teaching characteristics and a technique for smiling, speaking, and pausing. Both are concise and use less formal, embedded language than you might find in other "teaching tips" booklets. Students that have been effectively taught know:

- How to enter the room quickly and courteously;
- How to go to their seats and take out their materials;
- Where to look for their assignment;
- To begin their work immediately.

Technique for Smiling, Speaking, and Pausing (p. 74)

STEP 1. SMILE. Smile as you approach the student, even if your first impulse is to behave harshly toward the student.
STEP 2. FEEDBACK. Observe the reaction to your smile. Are you receiving a smile in return or at least a signal that the student is relaxing and receptive to your approach?
STEP 3. PAUSE. (Timing, timing.)
STEP 4. NAME. Say "Nathan" with a slight smile.
STEP 5. PAUSE
STEP 6. PLEASE. Add please, followed by your request. Do this with a calm, firm voice, accompanied by a slight, nonthreatening smile.
STEP 7. PAUSE.
STEP 8. THANK YOU. End with "Thank you, Nathan" and a slight smile.

In short, the book, *The First Days of School*, is not just a list of tips, but it includes an entire philosophy and is well-grounded in current, classroom-based research.

Q3: Will *The First Days of School* really make a difference in lesson mastery, student achievement, and therefore, end-of-the-year test scores?

A: When there are good school and classroom procedures, there is more time for effective teaching. In addition, students will not have to ask as much about things, since it should all be laid out in front of them already—rules, procedures, and consequences, for example. This will save time. In addition, the positive environment will also stimulate enthusiasm in learning and most students will acquire a more positive attitude, pay closer attention, and really learn more because the teacher and the environment are more positive.

Q4: What other components of *The First Days of School* are available?

A: Mr. Wong sells not only the book called *The First Days of School*, but also a set of eight videotapes, *The Effective Teacher*, that cover the same material as the book; a 60-minute, motivational videotape entitled, *I Choose to Care*, and a set of four audio tapes, *How You Can Be a Super Successful Teacher*. The ordering address is Harry K. Wong Publications,

CONTINUED ON PAGE 18

Book Reviews

CONTINUED FROM PAGE 17

Inc. 943 North Shoreline Blvd., Mountain View, California 94043; (Tel: (650) 965-7896; Fax: (650) 965-7890). I also found out that there are many scheduled workshops that are offered by Wong and his associates throughout the country and that these have been very useful for teachers at all levels and in all areas of teaching.

Our large school district in Fresno has used the book for its teacher mentoring program and also purchased the set of videotapes for staff development around the district. When some veteran teachers in my school, Fresno's largest elementary school, heard that the book had been purchased for new teachers, their complaint was, "They shouldn't just give the book to the new teachers. We should all have a chance to see it." So recently, one of our vice-principals purchased multiple copies for teacher checkout in our resource center as well. In conclusion, *The First Days of School* makes you think. In some cases, it makes you realize that those aspects of teaching that you thought you already understood well and knew how to do may not be exactly the best way to do things, according to the best and latest research. This is one feature of the book that I liked especially, because, when going from one age level of teaching to another very different age level of teaching, there are always new situations and new viewpoints to consider, and Wong's book assists in a very clear way in precisely this reflective, professional endeavor.

Note: Beti Leone is a teacher, researcher, and writer working in Fresno, California and also the Book Review Column Editor for NABE News. She welcomes reviews of both print and non-print materials and is always looking for persons to write reviews.

How to be an Effective Teacher: The First Days of School. Harry K. Wong and Rosemary T. Wong. Mountain View, CA: Harry K. Wong Publications, Inc. 1998. (Tel: (650) 965-7896; FAX (650) 965-7890).

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Resources For Bilingual Educators

Child Care in the Latino Community: Needs, Preferences, and Access. This research report, published in August 1998, describes a survey conducted with 93 non-Hispanic white and 303 Latino mothers in two cities. Researchers conducted focus group interviews with mothers who were utilizing child care. This study identified three barriers to child care: cost, lack of information, and lack of availability. Authors report that most Latino mothers, regardless of nativity, believed that child care providers should teach children about the language and culture of their parents. The majority of the mothers believed that child-care teachers should use both Spanish and English equally with children from Spanish-speaking homes. The report concludes with recommendations for public, private, and philanthropic funding entities. Order from: The Tomas Rivera Policy Institute, 241 East Eleventh Street, Steele Hall-Third Floor, Claremont, California 91711-6194 or call (909)621-8897.

Latino Families: Getting Involved in Your Children's Education. This Early Childhood Digest was published by the National Institute on Early Childhood Development and Education on April 1999. This two-page digest "speaks to" Latino parents, addressing four questions: 1) What do schools want in this country? 2) How do I help with my child's education at home? 3) How do I help with my child's education at school? 4) What if I have problems with school? It is available in English and, separately, in Spanish. The digest was developed by The Harvard Family Research Project at 38 Concord Avenue, Cambridge, MA 02138. Contact Eliot Levine at (617)496-4303. To order copies in English or Spanish, contact Carol Sue Fromboluti at (202)219-1672 or visit their Web site at <http://www.ed.gov/offices/OERI/ECI>.

Limited English Proficient Students' Participation and Performance on Statewide Assessments: Minnesota Basic Standards Reading and Math, 1996-1998. Part of a state assessment series, Report 19 describes the progress of the class of 2000, the first group of Minnesota students required to pass the Minnesota Basic Standards Tests in Reading and Math.

Comparisons are made across three academic years. Table 6 of the report lists accommodations and modifications in the testing situation allowed for LEP students. Write the National Center on Educational Outcomes, University of Minnesota, 350 Elliot Hall, 75 East River road, Minneapolis, MN 55455 or call (612) 626-1530.

Growing Up Bilingual describes the individual code-switching styles of five childhood friends, the development of their English and Spanish as they went separate way as teenagers, and the socialization of their infants to and through oral and literate uses of language when they become mothers. This book delves into the social construction of bilingualism in a New York Puerto Rican community. The author, Ana Celia Zentella from City University of New York, confronts issues about the relationship between bilingualism and linguistic, cognitive, and educational development. She explores four major communication patterns found in the homes of 20 families with children and describes the syntactic features and discourse strategies of so-called "Spanglish." Winner of the 1998 Book Award from the British Association of Applied Linguists, Growing Up Bilingual (ISBN # 1-55786-407-1 Paperback) can be ordered for $24.95 from: Blackwell Publishers, P.O. Box 20, Williston, VT 05495-0020 or call toll-free (800) 216-2522. The hardcover edition (ISBN # 1-55786-406-3) costs $59.95.

Handbook of Language and Ethnic Identity. Edited by Joshua A. Fishman from New York University, this volume presents a comprehensive introduction to the connection between language and ethnicity. It included 25 commissioned papers on every facet of the subject. The volume is divided into two sections, the first examines interdisciplinary perspectives on the subject; the second uses the discipline of geography looking at language and ethnicity in the context of Africa, Scandinavia, Germany, and the rest of Western Europe. Order ISBN No. 0195124286 from Oxford University Press ($65.00 plus shipping and handling) or visit their Web site at <http://www.oup-usa.org>.

Next Steps in American Indian Education. Researchers Karen Gayton Swisher and John W. Tippeconnic III posed two questions to a dozen top Indigenous scholars and practitioners working in American Indian and Alaska Native education. These were: 1) What is Indian education? and 2) How will it look like in the future? This book helps readers explore two important themes. The first is education for tribal self-determination. The second theme is the need to turn away from discredited deficit theories on education to an approach that builds on the strengths of the Native Languages and

CONTINUED ON PAGE 20

Upcoming Events

February 11-14, 2000 — California Association of Teachers of English. CATE 41st Annual convention. Convention Center. Sacramento, CA. Contact (800) 303-2283 or E-mail <aduns@aol.com or visit their Web site <http://www/cateweb.org>.

March 14-18, 2000 — Teachers of English to Speakers of Other Languages. TESOL 34th Annual convention. Vancouver, British Columbia, Canada. Contact (800)836-0774 or visit their Web site <http://www.tesol.edu>.

March 28-April 2, 2000 — National Association of State Directors of Migrant Education. National Migrant Education Annual conference. Town and country Hotel, San Diego, CA. Contact (800)725-9704 or visit their Web site <http://www.cde.ca.gov/iasa/migrant.html>.

April 30-May 5, 2000 — International Reading Association (IRA). IRA's 45th Annual Convention. Indianapolis, Indiana. Contact (302) 731-1600, extension 216 or visit their Web site <http://www.reading.org>.

July 16-19, 2000 — National Two-Way Bilingual Immersion Conference. Hyatt Regency Hotel, Long Beach, CA. Contact Marsha Vargas at (562) 985-5809 or visit their Web site <http://www.clmer.csulb.edu>.

Resources for ED

CONTINUED FROM PAGE 19

culture and the basic resilience of Indigenous peoples. The chapters focus on past and present foundations of Indian education, curriculum and practice issues, and higher education. A final chapter summarizes research needs and outlines next steps to advance education for American Indian and Alaska Native Students. ISBN #1880785-21-8. To order contact ERIC Clearinghouse on Rural Education and Small Schools, PO Box 1348, Charleston, WV 25325-1348 ($24.00, soft cover). For more information, please call (800)624-9120.

Transforming Education for Hispanic Youth: Exemplary Practices, Programs, and Schools. This monograph makes broad recommendations for educational practice and policy and provides suggestions for immediate action that schools can take to address the Hispanic dropout problem. The authors, Anne Turnbaugh and Walter Secada, describe effective practices in which educators, community members, college students and Hispanic youth worked together toward goals that include high investment in learning and achievement. As a result of these nurturing relationships between staff and students, students formed bonds with their schools and to the promise of a better future. The monograph is available from the Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison, Madison, WI 53706 or from the Web site <http://www.wcer.wisc.edu/ccvi> or from the Web site of the National Clearinghouse on Bilingual Education <http://www.ncbe.gwu.edu/ncbepubs/resource/>.

In Our Own Way: How Anti-Bias Work Shapes Our Lives. This resource is filled with stories of people who have worked to establish anti-bias environments in their child-care centers. Through the stories, the reader gets a unique look at how the writers learned to think critically in their own lives, as well as how they've learned to teach this skill, among others, in their anti-bias work. They share that it is work—requiring constant communication, energy, vigilance, and the passion for making positive changes in the community. Order ISBN No. 1-884834-50-7 ($19.95 plus tax and shipping) from gryphon house, inc. by calling 1-800-638-0928.

Anti-Bias Books for Kids. This series is designed to help children recognize the biases present in their everyday lives and to promote caring interactions with everyone. The characters in each story inspire children to stand up against bias and injustice and to seek positive changes in themselves and their communities. Each book in the series features text in English and Spanish. Titles include: 1) Play Lady (La Señora Juguetona) about children coping with hate crimes in their own neighborhood; 2) No Fair to Tigers (No es Justo Para Los Tigres) How a little girl in a wheelchair and her stuffed tiger learn to ask for fair treatment; 3) Best Colors (Los Mejores Colores) A boy with same-sex parents has a dilemma of choosing favorites, including colors, friends, and even mammas; 4) Heroines and Heroes (Heroinas y Héroes)_Learn how leadership, bravery, and strength are not limited by gender. Each sells for $10.95. Call gryphon house, inc. at 1-800-638-0928.

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A Response to the Question:

"What's So Bad About English Immersion Anyway?"

by Pat Temple, M.Ed.

In June of last year Californians voted in favor of Proposition 227, better known as the Unz initiative. The gist of the new law is that all children in California are to be taught in English, with LEP (limited English proficient) students undergoing a temporary transition period of extensive English training not to exceed one year. This nullifies the bilingual education program signed into law in 1967 by Ronald Reagan in favor of one year or less of intensive English immersion and after that, adjournment to mainstream English classes.

This is unfortunate. In order to make wise, informed decisions on how to educate our immigrant children, we need to consider what current research has to say about how children acquire language, how they learn to read, and how they process information. Input from linguists, educational psychologists, and other pedagogical scholars should be carefully debated and weighed. A wise decision would leave ample room for innovative studies of new methods and practices which may hold promise for the future. Arbitrary referendum legislation has no place here. It is part of politics, not pedagogy.

> *...mind exists equally within the skull, in the objects strewn about in the culture, and in the behaviors of other individuals with whom one interacts and from whom one learns.*

Researchers and scholars, including among others, Howard Gardner, *The Unschooled Mind*, and Steven Pinker, *The Language Instinct*, have in the last few years provided us with valuable insight into how children acquire language. Their work corroborates what Noam Chomsky, America's pioneer language acquisition scholar, postulated in the 1950's. Humans have an innate language acquisition device which predisposes them to master language. It enables very young children to analyze language, break it down into individual words and morphemes and then to discern the underlying syntax and grammar rules so that, without any explicit guidance, they can generate an infinite number of grammatically correct recombinations (A fancy way to say that children learn to talk without anyone giving them language lessons).

Stephen Pinker calls this ability an instinct and elaborates on how children instinctively master the syntax rules of the language around them which enables them to understand it and to create language correctly themselves. Gardner tells us children analyze strings of words and that the rules created from this analysis become part and parcel of the mind itself. The learning of a language changes the structure of the mind through a combination of biology (the language instinct or acquisition device) intertwined with culture.

The syntax (construction) and the semantics (meanings) of language speak to the centrality of culture in human development. Gardner (1991:40) states, "According to our new and expanded understanding, mind exists equally within the skull, in the objects strewn about in the culture, and in the behaviors of other individuals with whom one interacts and from whom one learns."

The brain isn't built by genetics alone; the surrounding culture plays an integral part in its construction. Gardner quotes anthropologist Clifford Geertz (In Gardner:38, 39), "Rather than culture acting only to supplement, develop and extend organically based capacities logically and genetically prior to it, it would seem to be ingredient to those capacities themselves. A cultureless human being would probably turn out to be not an intrinsically talented though unfulfilled ape, but a wholly mindless and consequently unworkable monstrosity."

As human beings in quest of understanding, we are at the mercy of the particular language of our culture. Our minds are organized by our linguistic systems. Categorizing, naming and classifying all central to language are ways of knowing things. Names tell us what is important and what we should notice. It is not possible to move from one language to another by merely inserting a substitute word in a slot.

Closely joined to language, and vital for reasoning and comprehension, are the scripts inside a person's head. Scripts are the mind's descriptions and understandings of recurrent events, for example, knowing what happens at a birthday party or what to expect in a day at school. Children use scripts to form concepts and assimilate new experiences. They construct meaning by comparing new information to the scripts already inside their heads. Scripts are the blueprints for children's imaginary play. They are a convenient aid to memory and an entry point to reading comprehension. Concepts are important because they help us to predict information.

Our species has evolved to think in language, and a child's brain is built to learn in her first language and culture. When we take away our immigrant children's language, we reduce them to intellectual infants. We are jeopardizing their ability to think and reason and remember. Language and scripts are the indispensable tools for school success.

Educators who understand this speak out from time to time for the need to teach struggling inner city black children, or in an earlier time American Indian children, in their own language and dialects and with materials that conform to the scripts they hold. They do this even though they know they will likely face ridicule and opposition. They do it because they are desperate to help their students learn to read.

The Unz initiative is counterproductive. There is an abundant body of research on bilingual practices, and it overwhelmingly supports teaching LEP children to read in their first language while at the same time providing them with English language instruction as the best way for them to learn English well. So if Mr. Unz' goal for LEP children is the acquisition of English, then he ought to be spending his money to support bilingual education classrooms.

But there is something else going on here, something insidious that is particularly offensive. It's the callous disregard it shows for human personality. The proposition asks California's LEP students to stop being who they are and to become someone else. To our country's great shame, beginning in the 1870's and continuing well into the twentieth century, with a similar disregard, we forced Native American children from their homes and put them in boarding schools and demanded that they stop being Indians. English immersion has no place in a nation that speaks out for the rights of minorities throughout the world.

It is not that Mexican Americans (80 % of California's LEP school children are of Mexican ancestry) or Native Americans or any other minority people in our country are so different from the rest of us. They are not. But it is often said that cultures differ most in the stories and songs they teach their young children. When we take away a child's language, we take away her way of knowing the world.

Our educational goals for LEP students should be no different from our goals for English proficient children: to develop their potential, to prepare them to compete in tomorrow's job market (including the learning of standard English), and to guide them toward responsible citizenship.

Teaching our children to read in the language they are ready to learn to read is educationally sound. It is a natural continuation of the learning they have already accomplished, and it allows them to use their talents and readiness. It provides them with equal access to the curriculum so they can master materials and concepts appropriate to their mental development and age level while they learn English.

Since reading comprehension skills learned in L1 easily transfer to English once English is mastered, since children in bilingual programs learn English better, since bilingual education makes use of a child's own readiness, and allows children to work at their age and grade level, it is sensible to support bilingual education. There is the added plus that bilingual education fosters literacy in two languages.

However one feels about our immigrants, their children are here, and they will continue to live among us. It is in our best interest to attend to their education.

References

Gardner, H. (1991). *The unschooled mind.* NY: Basic Books.

Pinker, S. (1994) *The language instinct.* NY: W. Morrow and Company.

Pat Temple is a fifth-grade bilingual teacher at Brady School in East Aurora, Illinois. Prior to being a bilingual teacher, she taught English immersion classes to fifth-grade students for five years.

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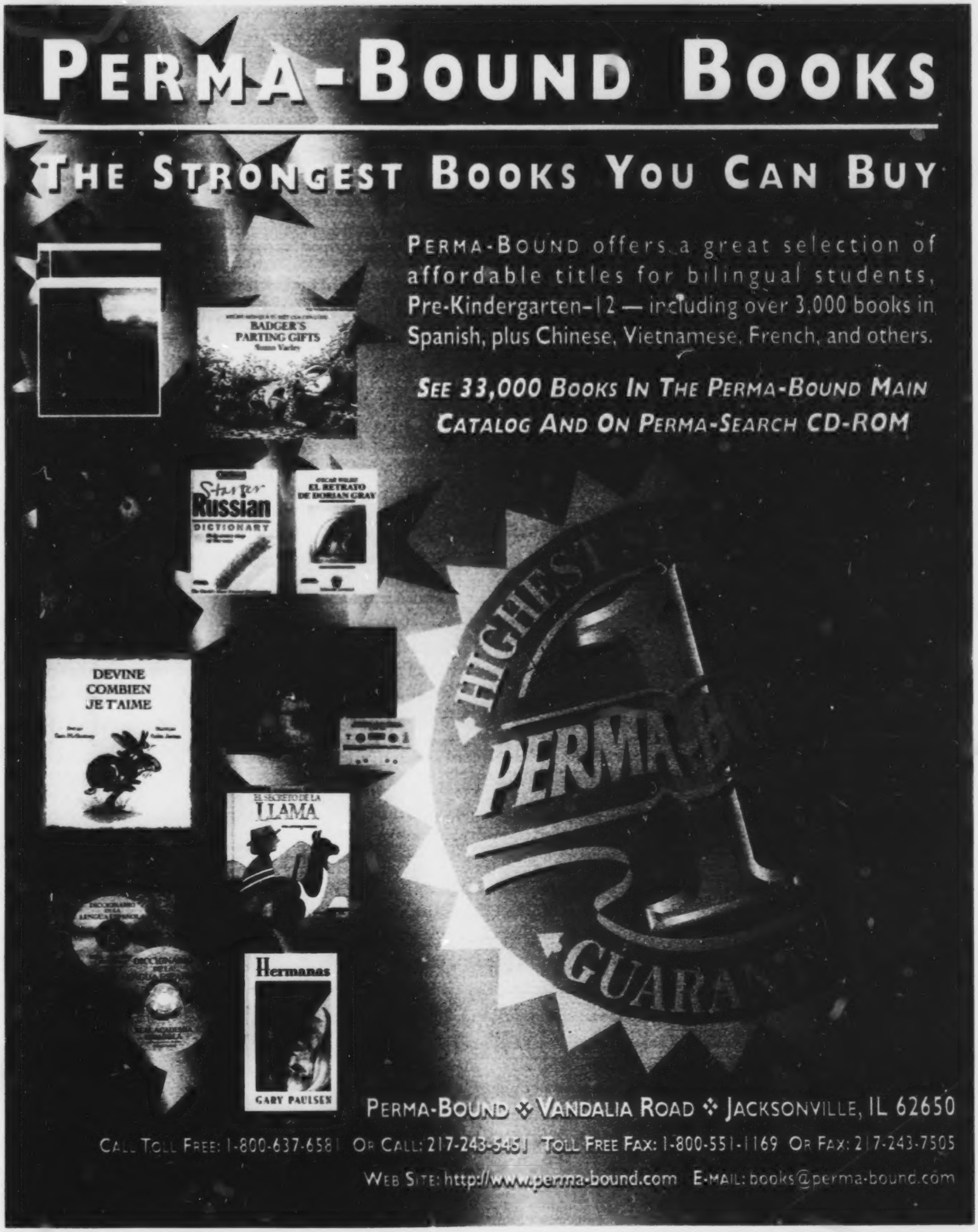
Message from the Executive Director

CONTINUED FROM PAGE 4

- **Include the National Clearinghouse for Bilingual Education (NCBE).** NCBE provides an important and vital service to educational personnel as demonstrated by the over 3 million inquiries a year it receives. We oppose the elimination of NCBE.
- **Strengthen BEA provisions to help recruit and train bilingual/ESL certified teachers.** The shortage of certified and licensed bilingual/ESL teachers has reached critical levels. States are in dire need of bilingual/ESL teachers — California alone needs more than 20,000.
- **Support the proper and full implementation of Section 7502(b) of the BEA which requires parental notification in a language and manner the parents understand regarding placement in a BEA funded program.** The law is clear — parents have the right to decline placement in a bilingual education program.

NABE believes that H.R. 2, as reported out of committee, will seriously undermine efforts to improve and maximize student achievement for children who do not speak English as their first language. Unless the above concerns are resolved, I strongly urge you to vote against the legislation.

- NABE -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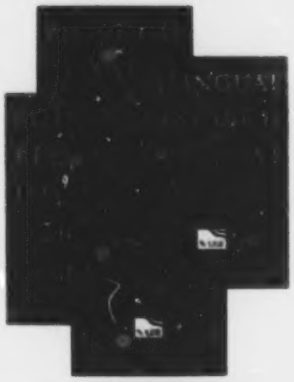

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Asian/Pacific American Education Concerns

Column Editors: Ji-Mei Chang, San Jose State University, CA and
Ward Shimizu, San Jose State University, CA

Exploring Sociocultural Principles of Professional Development for School Reform: Chinese Experiences

by Ji-Mei Chang, Ph.D.

School reform is critical to facilitate learning among a wide range of students who otherwise may be placed at risk of school failure across many regions regardless of ethnicity and/or socioeconomic status (SES). I have observed a large number of Chinese elementary and middle school students failed academically in school over time, yet these students could be characterized as having middle and/or upper middle SES in the Republic of China in Taiwan. To accomplish such a school reform effort, teachers must be well supported to engage in sustained and meaningful professional development processes. This is particularly important when the goal is to transform teaching from an environment that is teacher or textbook-centered to a student-centered classroom.

Introduction

This paper outlines a synthesis of data collected from two studies involving two long-term professional development projects aimed at facilitating school reform activities in Taiwan (Chang, 1999a; Chang, 1999b; Chang, 1999c). This paper provides preliminary findings guided by two central questions. The first question was: How do participating teachers assume roles as teacher-leaders and teacher-researchers for subsequent peer coaching activities in their schools? The second question was: What role will CREDE standards play in bringing about feasible and meaningful changes in school practices within transmission-oriented teaching practices? Preliminary findings were shared with schools either attempting to or engaging in such change processes to highlight the critical role of providing standard-based as well as school-based personal and professional development communities.

The goal of each project presented in this paper was to help participating teachers implement a set of student-centered instructional components, so at-risk students in Taiwan would experience more success in school learning. The components included: Thematic cycle, multiple intelligences (MI)-oriented entry points to enhance teaching and learning, (Gardner, 1983; 1991; 1999), and alternative assessment through self-reflection and MI-based *growthfolio* (Chang, 1998). The projects were also designed to facilitate personal growth and professional development among participating teachers in order to advance their instructional leadership development as Taiwan undergoes educational reform. The Projects were informed by a set of sociocultural principles proposed by the Center for Research on Education, Diversity, and Excellence (CREDE) (Tharp, 1997). These principles were further advanced as five standards for effective pedagogy (Dalton, 1998; Rueda, 1998). These standards were: (1) joint productive activities (JPA): Teachers and students producing a product or construct knowledge together by offering assisted performance to students, (2) developing language and literacy across the curriculum, (3) making meaning: Connecting school to students' life, (4) teaching complex thinking through challenging activities, and (5) teaching through instructional conversations to clarify concepts, maintain learning goals, and enhance JPA.

Theoretical Framework

Facilitating teachers' instructional leadership development to sustain school reform within a centralized administrative environment is complex and challenging. In order to generate a coherent presentation within the current context of Taiwan, the author explored the events and change process from two lines of sociocultural perspectives on development. The processes are viewed, first from Rogoff's (1995; 1998) participation perspective on development, then from a pedagogical perspective proposed by CREDE (Dalton, 1998; Rueda, 1998; Tharp, 1997).

The first line of exploration is based on Rogoff's (1995; 1998) participation perspective on development. Rogoff (1995; 1998) proposed that development is a process of transformation through participation in sociocultural activity. Change participation or transformation occurs in three planes: individuals' participation (personal plane), relationship with their social partners (interpersonal plane), and historical practices in the institution (community plane). Changes in each plane can be closely examined through the foregrounding of that particular plane, but such change in one plane cannot be understood without reference to other planes in the background. Rogoff's planes of analysis provided the author with a tool to observe and document events which occurred at each level that might influence or impact participating teachers' change processes as they were learning and implementing alternative teaching and assessment approaches through collaborative team effort.

The second perspective is based on Tharp and Gallimore's (1988) work on assisted performance. Their analysis of interpsychological plane of teacher training provided the researcher a framework to identify features that might assist teachers' performance as they attempted to implement innovative pedagogy. The broadening of the units of analysis to include various activity settings in these two projects and the five standards stated earlier were largely based on Tharp and Gallimore's sociocultural perspective of teaching and learning.

Community Plane of the Studies

In order to explain individual teachers' transformation through participation in long-term professional development activities, a brief description of the community plane is needed. Taiwan has experienced rapid sociopolitical changes since 1986 with the lifting of martial law paving the way for a series of democratic reforms including government and educational reform. A national educational reform committee was established on September 21, 1994 and culminated in an official report published on December 2, 1996. This report served as an important document for the current educational reform efforts across several levels of schools. In recent years, the most notable educational reform was to move away from the national curriculum and national tests. Briefly, prior to the current reform movement, every school used the same centralized textbooks. At the present time, many elementary schools adopted textbooks from various publishers. Reform has also reduced class size in many schools from 40+ to 30 students. Changes can even be seen at many primary grade levels as they implemented a Japanese model of open education and moved into new buildings with classrooms that have walls on only three sides. At the secondary school level, by 2001, the traditionally highly competitive entrance examinations to enter high schools and university/colleges will be replaced by alternative admission and recruitment processes. These new policies directly impacted the critical needs for professional development

Personal and Interpersonal Planes of the Studies

Within this section, much of the information focused on research design intended to generate optimal conditions for sustained professional development through active participation. The unit of analysis of the two studies was the *activity setting*, such as peer modeling, school-based problem solving processes, or conducting theme cycles in a classroom. This was to analyze the questions regarding the who, what, when, where, and why involved in providing teachers with assisted performance (cf. Tharp & Gallimore, 1988) in their transformation to develop instructional leadership. The major difference between Study One and Study Two was that in Study Two we provided school-based professional development seminars that were either led by the school's principal or a professor assigned to the participating school per JPA (CREDE's first standard). In addition, we also formed a community of teacher-leaders who provided classroom demonstrations and after school team planning activities.

Study One was carried out between November 1997 and June 1999 supported by the Taipei Municipal Teachers' Inservice Center. By design, it was intended to recruit a pair of teacher partners (one from general education and one from a special education resource program) in order to generate common language and intervention approaches for helping at-risk students and students with mild learning disabilities. In reality, each school has its own tradition in selecting participants for such an official activity, such as using a lottery system when there were more teachers signing up for the limited slots. In the final analysis, we had a mixed group of teachers and school administrators, and not all the pairs from the same school were able to share a common goal or communicate effectively. Briefly these were:

- Phase I: Initial Preparation (11/97 – 1/98) - constituted a total of 45 hours formal training among 44 participating teachers and school administrators.
- Phase II: Classroom Implementation (1/98 – 6/98) - 11 out of the 44 teachers participated and formed a multiple intelligences (MI) working group, and they each contributed a book chapter for the Center to be published in June of 1999.
- Phase III: Peer Coaching (9/98 – 6/99) - seven teachers continued as active members of the MI working group. They assumed the roles of teacher-leaders and were invited to present at various workshops for teachers outside of their own school.

Study Two was developed on the basis of the experiences and findings obtained from Study One, including the intervention components. Participating teachers in Study One experienced a lack of systematic support in their own school for implementing innovative ideas in their classroom; uniformity in teaching practices was still an important practice. Therefore, Study Two focused on generating *activity settings* within each participating school that may sustain professional development. School principals and major school administrators were recruited as team leaders. Each school had one professor to guide in-school activities. The Ministry of Education supported the project in an attempt to

CONTINUED ON PAGE 28

Asian/Pacific American

CONTINUED FROM PAGE 27

establish model sites for implementing a set of innovative instructional and professional development components in both urban and rural schools. Four middle schools and three elementary schools participated, and the size of schools varied from having 30 to 120 classrooms.

> *With ten years of teaching experiences, Teacher L had reached a plateau in her current position as a fifth grade teacher.*

Phase I: Initial Preparation (4/98 – 6/98), 49 participants attended the initial five-day training workshop at a Taiwan Provincial Teachers' Inservice Center. Seven school principals, 14 administrators and 28 teachers participated. The workshop activities were co-planned by the research team, modeling the JPA. *Phase II: Field Implementation* (8/98 – 1/99), two follow-up workshops were carried out, one in August, 1998 and one in January, 1999, including ways to conduct school- and/or classroom-based action research projects. *Phase III: Action Research* (2/99 – 6/99), each school team continued to carry out their own action research projects either by individual teachers or by school administrators to collect hard evidence for subsequent peer coaching activities.

Preliminary Findings and Discussion

Qualitative data obtained from interviews, video tapes, work samples, weekly journal entries, contents of teachers' professional *growthfolios* (Chang, 1998), and responses to survey were analyzed by two researchers. To address the first question, the information presented in the earlier section under community, interpersonal, and personal planes provided a broader context illustrating interactions they might have with their partners within and/or outside of school. I am presenting here a case study to highlight the change processes experienced by one participating teacher. With ten years of teaching experiences, Teacher L had reached a plateau in her current position as a fifth grade teacher. In recent years, she had felt threatened by outspoken, well-traveled, and technologically advanced students and their parents. On various occasions, she sensed that the traditionally respected position as a teacher was being challenged during interactions with parents and students; and she often felt that she was left alone in school. She has not traveled outside of Taiwan, and she had not attended any long-term professional development programs that supported her in becoming an innovative teacher in today's school context.

By nature, she was a very quiet and passive participant in a group setting, so she was rather discouraged when we formed various problem-solving groups that required all participants to actively engage in research activities. Each week she thought about quitting, but the on-going activities and the encouragement of a colleague who shared the cab ride with her kept her in attendance. She wrote in one journal entry that she would never be a peer coach because she did not have anything worthwhile sharing with other teachers; besides no one would even listen to her.

She explained that she was fortunate to have a colleague who was willing to team with her and explored the possibility of adopting *theme cycle* as an instructional activity during the only non-specific instructional block on Friday. These two teachers followed the steps of theme cycle and jointly constructed an integrated curriculum along with their students based on the students' choice of theme from a very popular movie. The quality of students' work samples and the total commitment of their participation in carrying out research inspired her to pursue further in advancing her own innovative instructional ideas.

In Phase III, after her partner transferred to another school, she continued to participate in this working group with the support of her teammates outside of her own school. She volunteered to participate in the group's subsequent workshop presentations sharing their work and experiences with teachers in other cities and schools. She wrote that because she implemented these instructional ideas in her own classroom and witnessed the success in her students, she had something real to share with others. She began to see herself with pride, and she continued to participate in this learning community. It is worth noting that none of these seven teachers was willing to assume the role of peer coach in their own school for fear of peer pressure and criticism.

To address the second question briefly, CREDE's Five Standards provided teachers and administrators the means with which to examine their own practices. For example, the concept of JPA and instructional conversations (Standard Five) enabled these teachers to analyze their success and failures in providing small group instruction and center- or project-based learning. Many of them had no previous experiences and training in working conditions other than whole-class direct instruction; hence, they lacked insight into effective small group or project-based instruction. The on-going dialogues provided them opportunities to acquire professional language and terminology necessary to compare and contrast similarities and differences regarding instructional approaches (Standards Two and Four). The school-based professional activities and opportunities to conduct classroom-based action research have further connected their professional development work with daily teaching (Standards One, Three and Four).

In the second study, the implementation of JAP (Standard One) and instructional conversations (Standard Five) was very important for school principals. For example, one principal failed in her attempt to implement a project regarding grade level curriculum mapping activities. Utilizing the five standards as a form of checklist to monitor school administrative effectiveness, she was able to analyze the gaps and solve related problems. She expressed in an interview that her lack of eliciting faculty input in the decision making process and not conversing with participating teachers to clarify goals and objectives affected the outcome of the critical curriculum mapping project for designing grade level thematic instruction.

Since learning is a social act and not merely individual activities (Robert, 1998), meaningful learning demonstrated among these participating teachers and school administrators did sustain personal growth and professional development over time, evident in changed classroom practices and student work samples. When such a process was guided by CREDE's five Standards, participants were provided with a common language and guidelines to engage in dialogues that were critical to clarify miscommunication, reevaluate student performance, and refocus on the goals of school reform. Currently, both of these professional development projects have entered their subsequent phases of disseminating and coaching activities within and beyond their school. It is important to reiterate, while the personal and professional commitment plays an important role for school reform, it is the schools' collaborative effort that ultimately sustained many communities of field-practitioners-as-school-reformers, guided by sociocultural principles.

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Forecast Of Funding Opportunities

Under The Department Of Education Discretionary Grant Programs For Fiscal Year (Fy) 2000

The following table lists programs and competitions under which the Department of Education has invited or expects to invite applications for new awards for FY 2000 and provides actual or estimated deadline dates for the transmittal of applications under these programs. This document is advisory only and is not an official application notice of the Department of Education. The Department is expected to provide updates the first week of January, March, and May 2000.

DATES

Dates of Application Notices. In column two of the chart, the Department lists the actual or estimated date for publication of the application notice for a given program or competition. Also in column two, you can identify by Federal Register page number application notices published in the Federal Register. If a program has yet to publish an application notice, the Department lists an estimated date.

Applications Available. In column three of the charts, the Department lists the actual or estimated date for the availability of an application package for a given program or competition.

Deadline Dates for Transmitting Application. In column four of the charts, the Department lists the actual or estimated deadline for transmitting applications under a given program or competition. If a program has yet to publish an application notice, we list the estimated dead-

Application Grants Forecast

OBEMLA CFDA No. and Name	Application Notice	Application Available	Application Deadline	Deadline for Intergovernmemntal Review	Estimated Range of Awards
84.162A Emergency Immigrant Education Program	01/14/2000	01/14/2000	03/03/2000	01/14/2000	N/A
84.194Q Bilingual Education —State Grant Program	11/15/1999	11/15/1999	12/31/1999	03/01/2000	N/A
84.195A Bilingual Education —Teachers and Personnel Grant Program	12/31/1999	12/31/1999	02/07/2000	04/07/2000	$150,000-$250,000
84.195B Bilingual Education —Training for all Teachers	01/13/2000	01/13/2000	03/08/2000	05/08/2000	$150,000-$250,000
84.195C Bilingual Education —Graduate Fellowship Program	11/29/1999	11/29/1999	01/10/2000	03/10/2000	$150,000-$250,000
84.195E Bilingual Education Career Ladder Program	12/13/1999	12/13/1999	02/07/2000	04/07/2000	$150,000-$250,000
84.288S Bilingual Education —Program Development and Implementation Program	11/12/1999	11/12/1999	01/14/2000	03/14/2000	$100,000-$175,000
84.290U Bilingual Education — Comprehensive School Grant Program	11/12/1999	11/12/1999	01/14/2000	03/14/2000	$150,000-$375,000
84.291R Bilingual Education —System-wide Improvement Grants	01/21/2000	01/21/2000	03/20/2000	05/20/2000	$350,000-$650,000
84.292B Bilingual Education —Field Initiated Research	11/29/1999	11/29/1999	01/10/2000	03/10/2000	$50,000-$70,000

U.S. Department of Education. 1999. Grants Forecasts, November 1999.

CONTINUED ON PAGE 32

Parental Involvement in Bilingual Education

Column Editors: Aurelio Montemayor, IDRA, San Antonio, TX

All Families Are Valuable; None Is Expendable

by Aurelio Montemayor, M.Ed.

A parent institute was held as part of the Texas Association for Bilingual Education (TABE) annual conference on Oct. 22-23, 1999. Co-sponsors were the Edgewood ISD and Harlandale ISD from San Antonio, Texas and various projects based at IDRA: The STAR Center, the Equity Assistance Center, Mobilization for Equity and RE-CONNECT (A Parent Resource and Information Center).

This parent institute process, which was first carried out at NABE 98 in Dallas, involved parents as planners, mistresses of ceremonies, presenters and facilitators. It was conducted bilingually in Spanish and English.

The objectives of the institute were:

- To model parent leadership in education.
- To learn more about leadership, bilingual education and public money for public schools.
- To dialogue with parents and community members seeking solutions to educational and social problems.

Important Principles

The group of parents and community persons who assisted with the planning and carrying out of the institute have a set of principles they established several years ago:

- Parents have a right to be involved in decision-making at the schools their children attend.
- Every individual will be respected regardless of class, position, education, or manner of speaking.
- Bilingualism and multiculturalism will be welcomed and encouraged in all parent events and in educational programs in schools.
- All children, especially children from economically disadvantaged, minority, non-English speaking or recent immigrant homes, deserve quality education from public schools.
- All public schools should receive adequate financial support to provide quality education.
- Parents should hold schools accountable for providing excellent education for all children.
- Public monies should go to create excellent public schools in all parts of town and all neighborhoods, especially in economically disadvantaged and minority areas.

The parent-written introduction to the program stated:

As dedicated parents and community members we are concerned about the welfare of all children in the public schools. Family involvement assures that we have children's advocates in the schools and other critical decision-making places. Parents are key resources able to improve their children's education as well as the schooling of all children. Students need to see parents, community and schools working together.

Families have much to offer and can be of vital help to the schools. It is important that children see us taking the lead in supporting the languages and cultures of our communities. If schools are to reflect our communities, we must increase our efforts to protect and improve them.

We hope you join us as children's advocates to strengthen a legacy of respect and justice for all children. We seek your help in developing practices that will meet these goals.

All families are valuable. None is expendable.

Speakers and the Leadership Process

The three major speakers were Dr. Rosana Rodriguez, who spoke about the importance of bilingual education and parent leadership; Ms. Maria Gaona, a parent who gave testimony about her path in becoming a leader; and Aurelio Montemayor, who challenged the group to foster parent advocacy for bilingual education.

All speakers emphasized the four levels of parent involvement: Parent as teachers, parents as resources, parents as decision-makers and parents as leaders and trainers of other parents.

After listening to each speaker, the participants held small group discussions and made reports to the group at large. The questions reviewed was: 1. What points made by the speaker were most interesting or important to you? 2. What did you learn? 3. What action should we take as a result of these ideas?

The conference materials included 13 separate handouts including information on bilingual education, parent leadership, parent's rights, and NABE 2000. Conference participants took extra sets to share with other parents, educators and community members.

CONTINUED ON PAGE 32

All Families Are Valuable

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All participants were encouraged to invite other parents to become part of the bilingual advocacy network and to recruit parents to attend NABE 2000 in San Antonio.

Lessons Learned

- The planning efforts yielded small numbers of parents but intense interest in parents advocating for bilingual education.
- Parents appreciate dialogue among peers and educators and value being heard by the participants.
- Parents are a vital part of advocacy and membership in our advocacy organizations.
- Bilingual education is intrinsically interwoven with other assaults on public education such as vouchers siphoning public money into private schools.
- Parent leadership is vital to protecting our neighborhood public schools, especially in low income and minority neighborhoods.
- Parents will advocate for bilingual education if listened to and given opportunities to speak their minds.
- Parents have much to learn and appreciate information on ideal models of bilingual education such as two-way bilingual education.
- Parent have serious concerns about inferior or pseudo-bilingual programs.
- Local principals and directors need to identify and support those families who value bilingual education and have been well served by good bilingual programs.
- Information sent to bilingual directors, Title I directors, administrators and organizations around the state was not sufficient to get a significant number of parents to the conference.

Parent leadership is the most powerful advocacy for bilingual education. Let's make NABE 2000 in San Antonio a milestone of parent advocacy. For further information contact: Aurelio M. Montemayor, <amontmy@idra.org>

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Forecast Of Funding Opportunties

CONTINUED FROM PAGE 30

line. The actual deadline will appear in the official application notice for that program or competition in the Federal Register. For an update, see the Federal Register dated November 17-18.

ADDRESSES

For Applications or Further Information. The address and telephone number for obtaining applications for or further information about, an individual program are in the actual application notice for that program.

FISCAL INFORMATION

Available Funds. The Congress has not yet enacted a FY 2000 appropriation for the Department of Education. The Secretary is providing this document in order to give potential applicants adequate time to prepare applications. The amount of funds listed as available for these programs are estimates. The Department has based the amounts on the President's FY 2000 budget request. Potential applicants should note, however, that the Department may cancel some of the competitions listed in this document and may announce some new competitions not listed in this document.

Estimated Range and Average Size of Awards. The amounts referenced in these columns are advisory and represent the Secretary's best estimates at this time. The average size of an award is the estimate for a single-year project or for the first budget period of a multi-year project. In the application package for an individual program or competition, applicants will receive information about the amount the Secretary intends to make available for each year of a multi-year project.

Chart 1 - Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

For any application not already published, the dates in this chart are estimates. For further information regarding any of the following competitions, please contact: Harry Logel, Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education, 400 Maryland Avenue, SW., room 5605, Switzer Building, Washington, DC 20202-6510. Telephone: (202) 205-5530. Internet: Harry_Logel@ed.gov If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Service at 1-800-877-8339.

Application packages for the programs listed in this chart will be published in the Federal Register on the date noted.

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NABE News

The news magazine about educational equity and excellence through bilingual education

NABE 2000: Celebrate 100% Success!

by Dr. Josefina Villamil Tinajero

Bicentennial, bimillennial, bilingual and bicultural: We certainly are! And we're proud of it! NABE 2000 is destined to be the most multicultural, multilingual gathering in America. Moreover, it has been designed to be the most successful conference ever! NABE 2000 focuses on the theme of The Power of Language. It demonstrates the awesome power of language—how it ensures equity and promotes excellence. It showcases dual language development, and as we gather by the thousands or in intimate discussions, it reminds us once again that together we can achieve great things for our children and that we have a duty to continue our efforts in their behalf. NABE 2000 is also NABE's first conference of the new millennium—our first conference in the 21st Century!

By all accounts, NABE 2000 is slated to be 100% successful! From the keynote speakers, to the school visits, to the entertainment, to the exhibits, NABE 2000 brings forth the biggest and most valuable conference ever. It is both a celebration of NABE's accomplishments during the last quarter of the 20th century and the unveiling and showcasing of the future direction for the new millennium. Most important, NABE 2000 provides a forum to unveil the paths to the future, the goals adopted by the Board, and a strategic plan designed to help us cross the threshold to a new millennium.

NABE 2000. Celebrate our Confidence

The eve of the new millennium provided the NABE Board and staff, in concert with many of you, the opportunity to take stock, to set priorities, to strategize, and to win the support of a larger public. Specifically during the past two and one-half years, the Board and staff worked diligently to construct NABE's vision for the New Millennium. We charted future direction, thought "outside the box," and questioned honestly and critically NABE's values, policies, and practices. We thought boldly and spoke confidently about the future. Board members and staff discussed critical issues with many of you at NABE's first-ever Summit. We engaged in soul-searching, often painful discussions, at meetings, and on a more extended basis, at retreats—in an effort to rethink, recreate, reinvent and renew the relevance and direction of NABE.

NABE 2000. Celebrate our Challenge

We asked ourselves, "as we enter the new millennium, what is our challenge? What is the challenge for our association?" "The 21st Century will be different, we thought." We acknowledged the fact that organizations must be living organisms that adapt to their environment. They cannot remain static looking at a world that has changed. Thus, while praising the developmental accomplishments of our past organizational leadership and agendas, we recognized that the NABE of the 80s or even the 90s could not be the same as the NABE of 2000. The Board decided that measured but deliberate change was what NABE needed. Thus, we moved forward and selected a new executive director. Selecting a new director was part of that deliberate, measured change. Constructing a new vision for this millennium was also part of that measured, deliberate and needed change.

NABE 2000. Celebrate New Directions

On July 1999, the Board hired Delia Pompa as executive director to help us lead NABE across the threshold to a new millennium. As a long-time advocate for language-minority children, Delia was no stranger to NABE members.

CONTINUED ON PAGE 4

ISSUE HIGHLIGHTS

FY2000 Funding Bill for VII 6
The Power of Networking 11
The State of Heritage Languages 20

119

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TABLE OF CONTENTS

President's Msg. 1
Executive Director's Msg 3
A Funding Bill Increases 6
Indigenous Bilingual Ed. 8
NABE Affiliates 11
Mis-Reading the Data 16
Resources 18
Theory and Practice 20
FY 99-2000 Funding 23
NABE '99 Tapes 24
NABE Products Order Form 29
BRJ Subscription Form 30
Membership Application 31
NABE 2000 Sponsor 32

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Message from the Executive Director

Moving Forward

by Delia Pompa

Our president challenges us to celebrate our confidence. Despite the many challenges to bilingual education in some schools, at the state level, and at the national level, bilingual educators have persevered. We have even taken several important steps to ensure that all children receive a world-class education that incorporates more than one language.

Over the last year, in our traditional role as advocates, we were successful in fighting off threatened cuts to the federal bilingual education budget. In fact, we realized a nominal increase for foreign language programs and a significant increase in funding for training teachers to work with limited English proficient children. Our advocacy on behalf of a strong federal bilingual education law continues, and NABE activities to inform the public and key decision makers (such as the well-attended briefing held for Congressional staff in 1999) will continue as the reauthorization fight moves into the Senate.

One of the most important tasks we took on recently, and continue to work on, is reframing the issue of bilingual education. We have begun dialogues with opinion leaders across the country to hear how bilingual education is currently perceived. A recent meeting in Los Angeles, hosted by Univision, gave us a lot to think about as we consider reshaping our public education efforts. During the NABE 2000 Conference, several of you will be asked to participate in focus groups that will provide more information on the direction we should take. Another strategy that will reeducate the public about bilingual education relies on engaging other education groups who share our responsibility for educating all children regardless of their language. In this vein, we are collaborating with the National Education Association, the American Federation of Teachers, and the National Association of Secondary School Principals on projects that will greatly increase understanding of the needs of all language learners.

We have also stepped-up our efforts to strengthen relationships with our state and local affiliate organizations. To this end, we have hosted a series of meetings in Tampa, Salt Lake City, and Chicago. The meetings brought together NABE affiliate presidents from throughout the country, and focused on a variety of important topics. They also served to lay the groundwork for a NABE affiliate conference planned for the coming summer.

Recognizing that our members are the bedrock of our Association, we have also completed a nationwide survey of the NABE membership. The process focused on members' needs and desires vis-a-vis NABE and all of the organization's efforts. To all of you who participated in this important survey, our heartfelt thanks. Please know that your every suggestion will be given great consideration. This survey will serve as a cornerstone in our designing an organization that is even more responsive to its members, is better equipped to tackle new challenges, and even more capable of building on its past success. We continually strive to make NABE an organization you will always be proud to call your own.

NABE has also spent a great deal of time putting together what we hope you will agree is its best conference yet. And, we will spend the coming year incorporating your suggestions to ensure that NABE conferences are constantly improving. It is our commitment to you that NABE and all its forums will always be a source of cutting-edge information for our members and the very best possible professional development opportunity with respect to our children's needs. The demands placed on bilingual educators are second to none, and so neither will be the training and guidance they receive at our conferences.

To achieve most of these ends, expand and improve current efforts, and tackle new challenges, NABE must also look at diversifying and increasing its funding. We have already begun. We are exploring funding opportunities though various foundations, and recently received a small, but important, grant from the Mott Foundation to work on the 21st Century Community Learning Centers. These are small steps towards what we know will be an even more viable NABE—one that is swifter and better at addressing the needs of its members.

Yes, we should celebrate our confidence. It is well founded. We should use it to help us continue our efforts in improving our organization. And, most important, we should make it a tool in ensuring the quality of learning and expanded opportunities for our most precious treasure—our children.

As always, I remind you that NABE belongs to all of us, and I invite your comments and ideas.

Message from the President

NABE 2000: Celebrate 100% Success

CONTINUED FROM PAGE 1

Having dedicated her entire career to protecting our children's rights to a quality education, she hit the ground running. She worked closely and diligently with Board and staff to translate the Board's vision into action, to draft a set of goals, and to formulate a dynamic strategic plan.

In October 1999 the Board approved the following goals for the Association:

1. ***Support and protect access to a world class education for second language learners.***
2. ***Strengthen public education efforts and re-frame the issue of bilingual education in the public eye.***
3. ***Strengthen our relationship with NABE affiliates and individual members.***
4. ***Increase membership.***
5. ***Diversify and increase funding.***
6. ***Improve customer service.***
7. ***Improve the NABE conference***

NABE 2000. Celebrate the Vision

With these goals, we now have a clear vision of where NABE will be at the beginning of this new century and beyond, a bold road map that will get us there, and a set of destinations (a dynamic strategic plan) to get us where we want to be. Delia Pompa, Jaime Zapata and the entire Washington D.C.-based staff have been working closely with the Board to advance the Association's mission and vision, and to implement the changes needed to ensure NABE's existence as a viable, healthy, and dynamic organization in this millennium. Through greater contact in the field, the staff is already helping us lead a significant expansion of NABE's grass-roots efforts and membership recruitment.

NABE 2000 reaffirms our commitment to bring about the necessary changes to our organization. From reaching out to our affiliates and SIGS, to expanding linkages with other associations, we have been strengthening existing partnerships and building new ones. We have made new contacts with a number of professional associations, foundations, and the private sector. Ad-hoc committees composed of Board, staff and NABE members are reviewing the process by which NABE makes available to its members information about the research and pedagogy in our field of work. Board and staff have discussed options to ensure that our journal and newsletter are more accessible and useful than ever, and we have discussed the possibility of increasing the number of NABE publications. We are reviewing our awards structure and seriously exploring the possibility of planning a conference in the northeast part of the U.S. to respond to the needs in that area of the country.

NABE 2000 Celebrate NABE's 25th Anniversary All Year

The closing gala at NABE 2000 kicks off the beginning of NABE's 25th year as an organization. Ours will be a year-long celebration, beginning with the closing gala at NABE 2000 and culminating in Phoenix, Arizona, at NABE 2001. We have much to celebrate! Travel to Phoenix and help us celebrate our progress and our multiple accomplishments!

NABE 2000 Celebrate Your Contribution

I would like to thank everyone that has been involved in NABE 2000, including my fellow Board members, the NABE staff, our army of volunteers from the San Antonio area and all over the country and of course, all of you, loyal attendees, who have traveled far to learn at NABE 2000 and be invigorated by it. Our success is due in great part to you! The NABE Board and staff are honored to have had the opportunity to collaborate with the local conference committee and the San Antonio community under the leadership of Dr. Joe Bernal, Conference Chair.

Thank you for placing your hearts and souls into the planning of this conference. Thank you, San Antonio! Thanks you for making this conference the best ever.

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FY2000 Education Funding Bill Increases Funding for Title VII, the Bilingual Education Act —

Majority Increase goes to Teacher Training

After a highly heated debate on funding for education, Congress sent the President a funding bill (H.R. 3194) that he signed into law (Public Law 106-113) on November 29, 1999. Though the bill funding education leaves many challenges unmet, many important programs received at least some of the increases requested.

The Bilingual Education Act received an increase of $24 million for fiscal year (FY) 2000. The majority of the increase $21.5 million will go to professional development grants. These professional development grants help increase the number of bilingual education/ESL teachers. Instructional services received only a $2.5 million increase. Instructional services grants help local educational agencies provide high quality instruction for our nation's limited English proficient students. For the third year in a row, support services, which funds grants to state education agencies, the National Clearinghouse for Bilingual Education and research, was level funded at $14 million.

The Bilingual [illegible] Act (BEA) [illegible] as Part A of Title VII of the [illegible] (P.L. 103-382)

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	$156.7	$199.0	$224.0	$248.0

The Bilingual Education Act (BEA) grant funds are critical for local school districts to provide high-quality instruction to the nation's 3.5 million limited English proficient (LEP) students. The 1990 Census showed that LEP students are no longer concentrated in a limited number of regions of the United States. LEP students are in virtually every large urban area as well as many smaller and rural communities. Since the 1990-91 school year, the size of the LEP population has increased an estimated 45 percent. Unprepared for the rapid growth in the number of LEP students, school districts have been unable to provide them with educational services of sufficient quality. BEA grant funds provide school districts with much needed assistance as they attempt to meet the educational needs of LEP children.

Although the number of LEP students has grown exponentially, BEA funding has not increased correspondingly. For example, in 1980 bilingual education received $166 million in appropriations; for FY 1999, it was funded at $224 million. According to the Congressional Research Service, funding for the BEA, after adjusting for inflation, has declined an estimated 39 percent from FY 1980 to FY 1998. Indeed, the Office of Bilingual Education Minority Languages Affairs is unable to fund three quarters of all qualifying applications for BEA assistance. Clearly, appropriation levels have not kept pace with inflation, let alone the increasing need for services.

To help LEP students achieve the same high standards required of all children in the United States, NABE urged Congress to increase BEA funding to $259 million. This increase would have funded instructional services which provides direct assistance to school districts to $170 million and Support Services, which funds grants to State educational agencies, the National Clearinghouse for Bilingual Education and grants for research to $14 million.

NABE urged Congress to increase by $25 million professional development grants for a total of $75 million to address the critical shortage of qualified and certified bilingual education teachers. Because of the national shortage of bilingual/ESL teachers, many LEP students are taught by teachers unprepared to use instructional methodologies for acquiring proficiency in all domains of a second language. In a recently released biennial report on teacher quality, teachers acknowledged that they were unprepared to teach children from diverse cultures and children who are learning English as their second language. Increasing funding for professional development of bilingual/ESL teachers is vital for improving the academic achievement of Hispanic and LEP children.

NABE also urged increases in the many education programs that serve LEP and other language-minority students such as Title I, Indian Education, Regional Comprehensive Centers, Migrant Education, HEP/CAMP, Hispanic Serving Institutions, TRIO, Pell Grants, Head Start, Teacher Training, Immigrant Education, Special Education and Adult Education. While many of these education programs received some increase, the amount allocated did not meet the requested amount needed given the great need for services and the rising cost of providing a high-quality education. Please see the Education Funding Table for specific programmatic increases. Please note that the amounts may be reduced, per a recission of 0.38 percent of total FY 2000 discretionary budget authority required by the FY 2000 appropriations law. Decisions have not been made on how to distribute the reduction, but no program will be reduced by more than 15 percent.

NABE would like to thank all the NABE members who advocated for increased investment in federal education funding. It is only with the support of NABE members at the local level that our advocacy in Washington, DC becomes more effective. If you would like further information regarding funding opportunities http://www.ed.gov and go to the funding opportunities section. You may also contact the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs: Harry Logel, 400 Maryland Avenue, SW., Room 5605, Switzer Building, Washington, DC 20202-6510. Telephone: (202) 205-5530. Internet: << HarryLogel@ed.gov>>.

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Issues in Indigenous Bilingual Education

Column Editor: Dr. Jon Reyhner, Northern Arizona University, AZ

Language Revitalization in Navajo/English Dual Language Classrooms

by Louise Lockard

Chinle Primary School's Dual Language Program meets the needs of students who speak Navajo as their primary language and students who speak English who are learning Navajo as their heritage language. Ambrose Yazzie describes the purpose for Navajo-English dual language instruction.

> *Throughout my education I spoke Navajo. English was my second language. Today when I speak Navajo with my students, they often respond in English. I tell them they should not be ashamed of speaking the Navajo language, that it is good to know two languages.*

Chinle Primary School is located near the geographical center of the Navajo Nation in Northern Arizona. Its 1995-96 Home Language Survey identified 700 students who speak Navajo as a home or ancestral language, and 393 of these students were found to be limited English proficient (LEP). In 1996-97 the number of LEP students increased to 456. District assessment measures also document a 50% decline in Navajo language proficiency for students in grades 1-3 since 1975. This trend, which might mistakenly be interpreted as a successful transition from Navajo to English, has not been accompanied by increases in academic achievement in language or mathematics. Since 1975, student achievement has remained in the lower 30% of the population. This low academic achievement, lack of proficiency in English, and language shift away from the students' ancestral language has been accompanied by a demographic shift from a rural, traditional lifestyle to one where Navajo language and culture are no longer part of the young child's everyday experience.

~

"They ask students to count the number of blocks on a trip to the store. Kids here count the fence posts, not the blocks."

~

Chinle's Dual Language Program started with two classrooms at each grade level in 1997. A bilingual teacher and a paraprofessional work in a classroom where half of the students are Navajo dominant LEP students and half are English proficient. In the dual language classroom students interact reciprocally as active learners. A curriculum outreach component focuses on the design and implementation of curriculum and multimedia presentations in the content area of mathematics to enhance the status of the Navajo language for all students. A Summer Dual Language Camp extends the school year and provides community based language learning experiences designed to reverse the tide of language shift that has been a disadvantage to students.

The staff development component of the project combines the resources of a Title VII funded Bilingual Teacher Training Program at Northern Arizona University and the Annenberg Rural Systemic Initiative. Teachers are developing a new perspective on successful learning in mathematics using both Navajo and English. First grade teacher Alta Clements provides an example of the need for culturally based mathematics when she reflects on the use of story problems posed in her first grade textbook. "They ask students to count the number of blocks on a trip to the store. Kids here count the fence posts not the blocks. They need to think about their world when they solve problems."

Another example of culturally relevant curriculum is a thematic unit "*Dibé Iina At'e*: Sheep is Life" that integrates the world of Chinle Primary students with the teaching of mathematics. Themes are coordinated with the Arizona State Standards for Mathematics. For example, to assess Objective 1.1: "Represent and use numbers in equivalent forms through the use of physical models, drawings, word names and symbols," teachers discuss the use of visual models for measurement. Traditionally Navajos did not use cups, yardsticks, or any type of measuring tools. They used their hands to measure flour for frybread. They estimated a day's travel not in miles or kilometers but in the length of a day on horseback or in a wagon. When a weaver sat in front of a loom preparing to weave a rug, she did not draw a diagram. She constructed a mental model of the rug. Second grade teacher Beulah Yazzie discussed the visual model developed by the weaver. "Everything they're going to make comes mentally."

Teachers at Chinle Primary School ask students to use these visual models to estimate the distance around the sheep corral, the cornfield, and the hogan. Students confirm their estimation using yarn or sticks as units of measurement. Beulah Yazzie asked students to interview their parents with questions that were generated from a class discussion about what they knew and wanted to know about sheep. "Where do sheep get their water?" "How much do they need?" The students experienced measurement in this traditional setting. Yazzie's second grade students reported "My grandparents did it this way." Yazzie and her students learned from the grandparents that sheep need additional water in the winter—about two buckets a day.

Yazzie concluded the unit with a visit to a summer camp where the students selected a sheep for butchering. The students noticed the different textures of the sheep's wool, took pictures, and recorded their observations in a learning log written in Navajo and English. The students learned about changes in livestock husbandry over the years. They viewed the videotape *Seasons of the Navajo* that shows the sheep dipping process, read a bilingual book written in the 1940s, *Who Wants to be a Prairie Dog?* by Ann Nolan Clark, and discussed the sheep dipping process. Students compared and contrasted the care of sheep in the 1940s with current practices. A student wrote about the texture of the wool, "The lamb's wool feels like a blanket."

"Navajos did not use cups, yardsticks, or any type of measuring tools"

Just as students write to reflect on changes in the Chinle community, these bilingual teachers reflect on changes in the school setting that they have experienced. Bilingual teachers were trained in a 1998 bilingual methodology class in Chinle in which I participated. Suppression of Navajo language within schools in the 1950s and 1960s was a common theme discussed by many of the Navajo teachers in class. They described their resistance to learning English as they used Navajo words that sounded like English to respond to their teachers. Eleanor Smiley wrote:

> *We were all forced to change our Navajo language into English. Speaking my language became hard for me to speak in front of the dorm aide. I had to stay quiet around them. It was funny too. Our dorm aides spoke to each other in Navajo and we couldn't. ...One day I decided to mumble anything, just so something would come out of my mouth and to show them that I can speak English.*

Cindy Aronilith wrote, "I am still learning the language, and I am proud that I am a Navajo." The bilingual teachers tell how their attitudes as language learners were shaped by their early schooling experiences and how they have transformed these experiences and now seek to revitalize the teaching of Navajo language and culture within the school. Cindy Aronolith wrote:

> *The one method that I found to be very useful is learning as "co-learners and co-teachers"...we take it day by day and try to relate what we do to our own lives and interests. ... our class takes both the Navajo and English language (reading, writing and speaking) one day at a time.*

Helen Dinéyazhe, a third grade bilingual teacher discusses how she studied Navajo literacy at Diné College (formerly Navajo Community College) and how learning to read and write in Navajo prepared her for her teaching career. Dinéyazhe, the daughter of a bilingual first grade teacher at Chinle Primary School, spoke English as a child. When she entered the Navajo Teacher Education Project at Diné College, she enrolled in Navajo 101 and 102: Navajo for non-native speakers. Her instructors encouraged her to think in Navajo, and she began to practice grammatical substitution drills while jogging. Dinéyazhe read children's books in Navajo and asked colleagues and family members questions about the language. As she gained proficiency in oral and written Navajo she enrolled in courses for native speakers: Navajo 211 and 212. Her proficiency in reading helped her to become a better speaker, and her instructors encouraged her to use her interest in music in preparing class presentations. She wrote songs in Navajo that she published and taught to the class. For an oral history project, she interviewed elders in the community in Navajo about their early schooling experiences. The elders told her that they had been hit with a wooden spoon as punishment for speaking Navajo in their dormitory rooms. Dinéyazhe used these stories to improve her ability to record and transcribe oral Navajo as a reminder of changing attitudes toward Navajo language and as an example of the importance of respecting her students.

Editor's Comment: *Last month's indigenous billingual education column discussed how Yup'ik Eskimo teachers were transforming the culture of their schools so that their students could receive a better education that prepared them for life both in their own communities and in the wider world. The Navajo teachers involved in Chinle Primary School's Dual Language Program are working to accomplish the same goal for their students by building on their students' cultural and experiential background.*

- NABE -

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Miami Dade Community College;
Second Grade Bilingual Teacher

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University of Texas Pan-American;
Educational Consultant

Graciela P. Rosenberg
University of Texas at Brownsville

Carmen Tafolla
Educational Consultant, Poet,
and Author
San Antonio, Texas

Howard L. Smith
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The Power of Networking: *Valuing the Work of NABE Affiliates*

by Emily R. Martinez and Alicia Sosa, Ph.D.

In light of 227 in California, English Only, and new state standard assessments, it is imperative that we strengthen efforts to protect bilingual education, not only at the national level but also at the state and local level. For that reason, our affiliate associations are more important than ever. The development of activities within each state and the relationship among our states affiliates is key for a strong national movement.

NABE would like to highlight the activities and achievements of our state associations. They serve a broad spectrum of individuals and groups, parents, teachers, administrators, elected and appointed officials, above all, children. NABE recognizes the affiliates for their work protecting the educational rights of our children and lifting the possibilities of bilingual education to new heights.

As they share their accomplishments, our affiliates will also pass on vital information that other affiliates can utilize to shed new light on their existing efforts for bilingual education. As you read about the developments in each state, you will find how each organization uniquely deals with the similar issues affecting all states. For example, in Wisconsin our affiliate is taking bilingual education a step beyond by offering courses for LEP parents such as computer literacy and job skills. The Texas association is strengthening relationships with student university organizations to foster the development of our future bilingual educators. The affiliate in New Mexico and the New Mexico State Legislators celebrate the beauty and success of bilingual education every year with students, parents, and educators from every district in their state. These are just a few of the success stories.

Colorado Association for Bilingual Education

Mission

The Colorado Association for Bilingual Education is on the move to build strong unity among the CABE Board and the members of the Association to better serve the bilingual community in the state of Colorado. We have set goals for the new millennium to help our association meet the challenges we will face in the Twenty-First Century.

The CABE mission states, "we serve to promote and develop bilingual, multicultural individuals throughout Colorado and identify Colorado talent and resources for bilingual multicultural programs." We also disseminate and provide bilingual/multicultural related information to schools, community and media. The association coordinates and maintains communications with agencies and organization with a vested interest in bilingual/multicultural education. CABE serves to actively support human and civil rights. Lastly, our organization encourages, promotes and actively supports parent involvement activities, training, education leadership, advocacy and financial commitments. These activities would enhance meaningful participation in bilingual/multicultural policies and programs.

Plans and Goals

Our plans and goals to support our mission statement include building a strong line of communication throughout the state by developing the CABE website, e-mail, and a quarterly newsletter. These strategies will help us disseminate information on bilingual, ESL, and multicultural issues to members, community and the media in an efficient manner.

A priority goal for our organization is to increase member involvement in conferences and activities. Board positions are being established for regional representatives to share information on local issues, successes, and concerns. All members are invited to attend Board meetings and will be involved in various board committees.

Breaking Ground

The Association has added a Public Policy and Legislative Liaison to advise and represent CABE on legislative issues facing bilingual education. In Colorado, we are standing strong on our commitment to conducting assessments in the native language of the students to gain accurate and valid results. In Commerce City, Colorado, third-grade students who were administered the Spanish version of the Colorado Student Assessment Program (CSAP) demonstrated a 76% proficiency rate, while less than 40% of English speaking students reflected proficient results on the CSAP. The Spanish version of the exam is no longer being administered in its fourth year since its development, although it has been proven to be reliable, valid, and comparable to the English version. LEP students will either be administered the English version or will not be tested. If students are not tested, they will be denied equal access to educational improvement and focus. If they are tested, assessments will reflect an inaccurate assessment, thus lowering the achievement profile of the entire school. CABE will not allow the state to ignore the needs of LEP students in the accountability systems. Our Association and the Association of Directors for Bilingual Education (ADOBE) has officially filed a complaint against the Colorado Board of Education surrounding inequity of LEP children due to inappropriate assessments.

Working Together

CABE works to achieve its goals in collaboration with the Office for Civil Rights, ADOBE, Individual school districts, local and national book companies, Padres Unidos, Rocky Mountain SER, ECE Program/Head Start, Project Talk, and many other organizations supportive of bilingual/multicultural education. One of our strongest supporters is the BUENO Center for Multicultural Education. The organization has given us advice to help CABE better serve our constituents.

> *The history of bilingual education shows us the peaks and valleys we have traveled through the years. The Colorado Association for Bilingual Education is on the move to climb the Rocky Mountains to ensure equal educational opportunities for LEP students and to give a strong commitment to the bilingual/multicultural community.*

CONTINUED ON PAGE 12

NABE Affiliates

CONTINUED FROM PAGE 11

In closing, it is our hope that by building a strong unified association in our own state that this commitment stretches out to all the affiliates. In turn communication and unity with NABE would be stronger.

Judy Salcedo is the CABE President for 1999-2000 and can be reached at (303) 452-8455.

New Jersey Teachers of English to Speakers of Other Languages and New Jersey Bilingual Educators (NJTESOL/NJBE, Inc.)

NJTESOL/NJBE, Inc. is an association of 1,600 educators and administrators dedicated to the instruction of students of limited English proficiency at all levels of public and private education. Our interests include classroom practices, research, curriculum development, professional development, funding, employment, and political activity.

Impacting Bilingual Education Issues

NJTESOL/NJBE, Inc. is working on various issues impacting LEP children of New Jersey. A priority issue for the affiliate is the New Jersey Standards and Assessment Code. The NJSAC will authorize assessment instruments for all students in the fourth, eighth, and ninth grades, including LEP student. NJTESOL/NJBE has been a strong advocate for alternatives in testing for LEP students by testifying at public hearings and educating state policy makers. LEP students in the fourth and eighth grades will be accommodated with increased time allocation, directions given in native language, and use of bilingual dictionaries. Eleventh grade LEP students will be assessed by an alternative exam, the Special Review Assessment (SRA). The assessment will be administered in a variety of native languages to better determine LEP student proficiency in state established standards. We continue to closely monitor new developments of the New Jersey Standards and Assessment Code. Our association will stand strong to ensure equal education opportunities of LEP children.

A current concern of NJTESOL/NJBE is the "boilerplate model" for ESL curriculum. The boilerplate model is currently being designed to assist ESL/ bilingual teachers and districts to develop class curriculum that meets both the requirements of Language Arts Literacy Core Curriculum Content Standards and the New Jersey State Bilingual Education Administrative Code by cross-referencing between both requirements. NJTESOL/NJBE was instrumental in ensuring the TESOL/ESL Standards for Pre-K-12 Students were included in the bilingual code to increase successful ESL/bilingual student transfers into mainstream Language Arts courses and pass assessment exams required for graduation. The association wrote a position paper and initiated a letter writing campaign to the New Jersey Office of Bilingual Education and Equity Issues and all district Superintendents. The campaign urged recognition that ESL/Bilingual Education was not "supplemental" instruction, but had standards and curriculum that addressed the specific needs of LEP students and were taught by trained professionals and specialists. It was our first big advocacy success. NJTESOL/NJBE is advocating that the Office of Bilingual Education conduct technical assistance and training meetings to assist districts with the use of the boilerplate model in the development of curriculum.

NJTESOL/NJBE is concerned about the review of various assessment instruments used to determine entrance, annual progress, and exit of ESL or bilingual programs being conducted by the New Jersey Bilingual Advisory Council. In the past, ESL and bilingual teachers had the option of using the Language Assessment Battery (LAB) and the Macualitis Assessment Battery (MAC). Both of these instruments are more than ten years old and are no longer valid or reliable.

The association is also involved with the Office of Standards and Assessments' initiative in creating a Professional Development Code for K-12 teachers. The code proposes that teachers must complete one hundred hours of professional development within a five-year period. NJTESOL/NJBE is advocating that teachers have opportunity to fulfill requirements by attending the association's conferences, workshops, and summer institutes, which are tailored to the needs of their teachers.

Professional Development

One of NJTESOL/NJBE's primary interests and goals is to inform, educate, and provide in-service to teachers. We intend to provide quality workshops, reflecting current educational research and practices within the field of bilingual/ESL education. The association is always interested in teachers teaching teachers and turnkey training.

NJTESOL/NJBE participates in various annual conferences, symposiums, and workshops throughout the year. In October, we co-sponsored a conference on "Holocaust and Genocide Education for the ESL/Bilingual Student" at the College of St. Elizabeth. Over 150 bilingual and ESL teachers attended. The association co-sponsored a symposium in November on Whole School Reform with the New Jersey City University. We also co-sponsored the 19th Annual Bilingual/ESL Conference at William Paterson University. The theme was "Challenges, Changes, and Connections in Language Learning," and Dr. Teresa Pica of the University of Pennsylvania was the keynote speaker.

Future events include a one-day workshop on bilingual special education issues to be held Friday, March 10, 2000, at Kean University, New Jersey. We are inviting child study teams throughout our state to attend, as well as bilingual educators. In April 2000, NJTESOL/NJBE will co-sponsor "The Conference of the Imagination" with the New Jersey City University. (The exact date and keynote to be announced.)

NJTESOL/NJBE Annual Spring Conference on Tuesday and Wednesday, May 16-17, 2000 will draw approximately 600-900 participants from around the state to participate in over eighty workshops throughout the two days. (Keynotes and theme to be announced.) Last year, we successfully introduced a Technology Room for teachers to view demonstrations of a variety of software for classroom use on the first day and for LEP/bilingual parents to be introduced to home computers on Parents' Day, the second day of the conference. Finally, the association is exploring ideas for a summer institute for ESL and Bilingual teachers throughout the state.

Building Partnerships

NJTESOL/NJBE is an affiliate of TESOL, Inc., NABE, and New Jersey Education Association (NJEA). We have relationships with groups, such as ASPIRA of New Jersey and Hispanic Association for Higher Education (HAHE). The association also works with higher education institutions such as William Paterson University, Kean University, and the New Jersey City University.

Hope for the Future

NJTESOL/NJBE hopes to be at the forefront of advocacy for its students and teachers. We want to inform, educate, provide inservice and turnkey train teachers to help them develop to their fullest potential and to be advocates for their programs and their students.

Judith O'Loughlin is the NJTESOL/NJBE President for 1999-2000. She can be reached at work (201) 652-4555 or at joeslteach@aol.com

New Mexico Association for Bilingual Education

Mission Statement

The New Mexico Association for Bilingual Education is dedicated to supporting bilingual educators in their professional growth throughout the state of New Mexico. The Association believes bilingual education benefits all students – those who are learning English as well as those learning other languages. We recognize the importance of many different kinds of educators in the lives of New Mexico students, parents, extended family members, teachers, administrators, and paraprofessionals. NMABE embraces the rich cultural and linguistic diversity within their state and promotes its inclusion in the education of all students. The association promotes educational excellence and equity through activities including advocacy, professional development, materials development, and research.

Meeting Goals

NMABE provides many benefits for bilingual educators. Our association stimulates professional development to improve and support native language instruction through bilingual education and the teaching of English to speakers of other languages. We effectively address bilingual/multicultural education issues by utilizing institutes and the NMABE Conference and by maintaining national contact through affiliation with the National Association for Bilingual Education (NABE). NMABE is greatly contributing to the advancement of bilingual education by increasing the number of certified bilingual teachers.

2000 State Bilingual Education Conference

The Conference will be held in Albuquerque at the Convention Center on March 22 - 25, 2000. Some of the conference highlights throughout the week include opening speeches by Carmen Tafolla of San Antonio and Leon Rattler from Montana for the Native American Institute. NABE Executive Director, Delia Pompa, will provide welcoming remarks and make a call to action. Special celebrations include an awards banquet and conference dance on Thursday and an awards luncheon on Friday. The New Mexico Spelling Bee and an all day workshop conducted by Stephen Krashen will be held on Saturday. For more information and registration forms visit the Web site <<http://education.nmsu.edu/nmabe>>.

The NMABE Bilingual Day at the State Legislature

NMABE has sponsored Bilingual Day at the Rotunda for the past ten years. Every year the State Legislature invites schools from all eighty-eight districts to the state capitol of Sante Fe to represent the interests of language-minority students. The Legislature honors bilingual leaders with certificates awarded on the Floor of the Legislature. Many of our legislators are former Title I and bilingual educators and are very vital to our cause. Also included at this special event are the students of New Mexico. They have the wonderful opportunity to voice their concerns about bilingual education issues through performances, exhibits and testimonials on the Rotunda.

Events Unique to New Mexico

In Albuquerque, Rio Grande High School and West Mesa High School provide special recognition to graduates who meet the requirements for proficiency in two languages. Forty students at Rio Grande and thirteen at West Mesa received the honor this year. These outstanding students receive a gold seal on their diplomas that consists of a global image and the words "Global Citizen" and "*Ciudadanos Del Mundo*". The seal represents the completion of a set of requirements surpassing core curriculum competencies established by the Albuquerque Public Schools. State Department of Education Director of Bilingual Education/Multicultural Education Mary Jean Habermann said this special recognition, "provides an important step in reaching the State Board of Education's goal that students graduate with competence in English plus another language." The State Board of Education's Standard for Excellence regulation sets expectations for proficiency in English and competence in at least one other language, usually Spanish or Navajo. Bilingual education in New Mexico emphasizes biliteracy and thus helps students attain proficiency in both English and an additional language, usually Spanish and Navajo.

Pathway to Intellectual Prominence –
May 18, 1999, Gallup NM

Last year a dinner was held to honor Teacher of the year, Elvira Largie of Gallup, New Mexico and all bilingual teachers in the Gallup McKinley County School District. Speakers included Robert Gomez, Elvira Largie, Kelsi Begay, President Navajo Nation; Dr. Herman Garcia, former NMABE President; Dr. Benito Cordova, University of New Mexico; Justin Jones, Stanford University; Leonard Haskie, and Dolly Begay. Speakers shared passionate views about the future of bilingual education. Some moving quotes from presentations include:

> *"We want children to use languages in ways that will improve their lives so they can improve the lives of others..."*

131

CONTINUED ON PAGE 14

NABE Affiliates

CONTINUED FROM PAGE 13

> *"...bilingual education should be the foremost mode of education for our students in order to gain intellectual prominence."*

> *"...the purpose of bilingual education is not to learn Navajo language, but to gain a sense of vision, a paradigm of life. The character and attitude and behavior of the students improves when we teach in Navajo, even if they speak English at home."*

> *"...the Navajo language is the essence of sovereignty. We need a vision of our people 50 to 100 years in the future."*

Sonia Cordova-Raftery is the NMABE President for 1999-2000. She can be reached at Jemez Mountain Schools, (505) 638-549 or << sonia@nedcomm.nm.org >>.

New York State Association for Bilingual Education

The New York State Association for Bilingual Education (NYSABE) stands at the dawn of the new millennium to illuminate the debate on school reform. We seek to expand our sphere of inquiry and activism beyond the traditional confines of conventional educational forums by casting the issues in the context of globalization and the struggle to advance the cause of diversity, social justice, and student empowerment.

Twenty-three years ago, our founders boldly faced the dominant political, social, and cultural forces of our society to assert the rights of language minority children to receive bilingual education in New York State. Today, still faithful to the ideals of those who gave birth to this organization, NYSABE honors their legacy, as the foundation on which we are building a new activism. Armed with this inherited strength of conviction and political courage, we are forging ahead to combat the adversaries of bilingual and multicultural education.

Incarnations of Old Obstacles

As the world enters the new century, globalization has consolidated the powers of traditional reactionary forces under a new paradigm. Consequently, NYSABE is developing new tools and strategies to respond to new incarnations of old threats and new configurations of old obstacles to progress. In our advocacy on behalf of bilingual education, we are working to build new alliances by venturing out of the parochial realm of local school district politics. It is imperative we join forces with other organizations struggling to protect the rights of children everywhere against market-driven public policy offensives – which serve the corporate interests of globalization.

The cause of bilingual education and cultural diversity in the U.S. can no longer be championed in isolation, outside of the global field of human rights. To maintain credibility in our defense of the rights of children in our public schools, we cannot ignore the atrocities of child labor here and abroad, in service of American and transnational corporate capital, nor should we remain silent on the issues of economic globalization policies of western financial institutions. NYSABE is committed to the principles and practice of an education that is multicultural. As Jim Cummins (1995:153) describes it, "Transformative pedagogy uses collaborative critical inquiry to relate curriculum content to student's individual and collective experience and to analyze broader social issues relevant to their lives. It also encourages students to discuss ways in which social realities might be transformed through various forms of democratic participation and social action." (Brave New Schools-*Challenging Cultural Illiteracy Through Global Learning-1995*).

Commitments to Social Justice

NYSABE's commitment to the cause of diversity requires that we examine the political kinship of public policy-makers with the custodians of national and transnational corporate interests. Our actions should not to be limited to local issues of educational program implementation. We must raise our voices in solidarity with those who are fighting for social and economic justice everywhere. NYSABE embraces the cultures of the world and supports indigenous communities, which are resisting all forms of cultural imperialism.

NYSABE stands ready to face the challenges of the ultra conservative forces, which have now found a voice through the introduction of free-market principles and privatization doctrines in the school reform movement. To carry out our mission to guarantee access for language minority youngsters to quality bilingual education, as an essential and effective pedagogy which promotes healthy holistic human growth, NYSABE strives to build coalitions across social, racial, ethnic, linguistic, political and national boundaries.

Various Initiatives

To that end, we have been engaged in a variety of initiatives, which includes collaboration with New York State Teachers of English to Speakers of Other Languages (NYS TESOL) to articulate the issues on behalf of our English Language Learners. We have formed a united front to petition policy makers at the New York State Education Department to respond to the particular cultural and linguistic needs of our students. NYSABE maintains a constructive dialogue with the Office of the New York State Commissioner of Education to guarantee that the New York State Education Department (NYSED) remains mindful of the impact these particular linguistic and cultural issues have on the future of our students. Our involvement with the state has resulted in a closer working relationship between NYSABE and the New York State Office of Bilingual Education (NYSOBE).

CONTINUED ON PAGE 25

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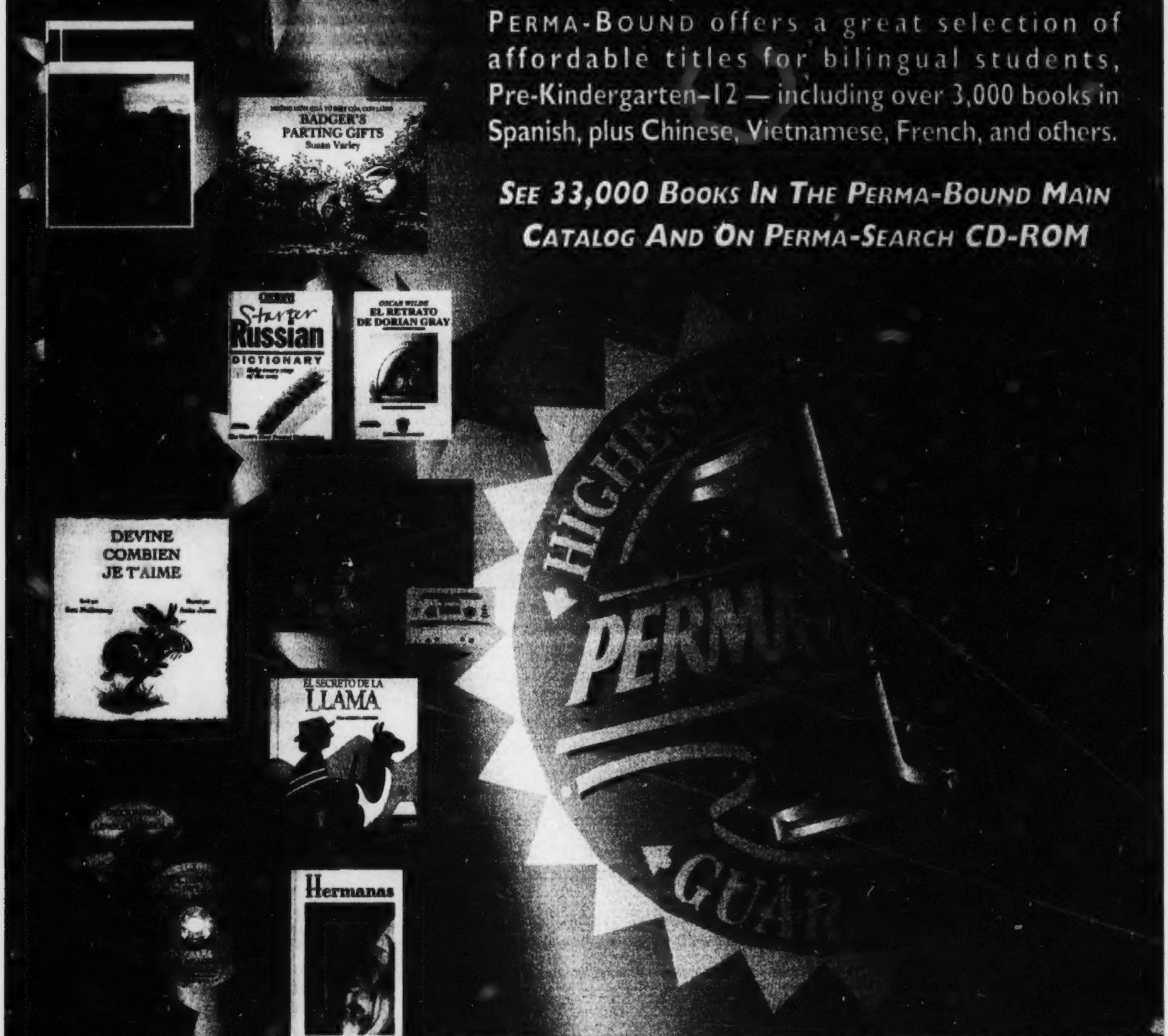
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Mis-READing the Data: Why California's SAT-9 Scores *Don't Make the Case for English Immersion*

by Jeff McQuillan, Ph.D.

Jorge Amselle, executive director of the anti-bilingual education group, Institute for Research in English Acquisition and Development (READ), claims in his recent publication, *Teaching English Wins: An Analysis of California Test Scores After Proposition 227* (1999), that scores from California students on the Stanford Achievement Test, Nine (SAT-9) show that "English immersion" is working. In fact, the data from California reflect no such thing.

SAT-9 Scores Are Not Legitimate Data For Making Program Comparisons

Data from the California's statewide SAT-9 testing program are not designed for making comparisons among competing educational programs. In order to compare different methods or approaches in education, it is necessary (among other things) to meet at least three conditions:

1. Test the same group of students on an equivalent exam;
2. Control for existing differences between the groups that could account for differences in performance; and
3. Ensure that the "treatment" is being faithfully carried out in the classes or schools under study.

California's SAT-9 assessment program does none of these things. It tests different group of students each year, does not attempt to control for many important differences among those students, and makes no effort whatsoever to determine what sort of instruction is taking place in schools. For these and other reasons, no serious researcher, including avowed opponents of bilingual education such as Christine Rossell, takes these scores as valid evidence (Rossell, Remarks at State of Arizona Legislative Meeting, November, 1999). To do so is to be either misinformed or disingenuous.

Well-Designed Bilingual Education Programs Are Superior

There is now considerable evidence that well-implemented bilingual education programs produce superior gains to alternative programs (Greene, 1998; Krashen, 1999; 1985; Ramirez, 1992). These are properly designed research studies conducted by reputable scholars in the field. There is thus no reason to accept inferior research evidence such as those offered by Amselle.

Independent Evaluations Demonstrate That English Immersion is a Failure

Recent evaluations of English immersion in three California districts that use valid measures of language proficiency in a pre-test/post-test design have shown English immersion to be a failure as predicted by bilingual education law, Proposition 227. McQuillan (1998) and Krashen and McQuillan (1999) both show that students in English immersion fail to make much progress within the time span allowed by Prop 227, a failure rate that at times approaches 99%.

> *"These gains obviously cannot be attributed to Proposition 227, since they were by native English speakers"*

As Jim Crawford has pointed out (personal communication, December, 1999), an examination of redesignation rates from the districts chosen by Amselle to represent the "success" of English immersion also shows how unsuccessful English immersion really is. In 1998-99, all four English immersion districts had redesignation rates below the California state average of 7.6%. Three of the five bilingual education districts Amselle cites had above-average redesignation rates. By this measure alone, claims of superiority for English immersion should be considered suspect.

The below-average redesignation rates of the English immersion districts is bad enough, but the news becomes worse when we consider the socio-economic differences between the English immersion and the bilingual education districts. Previous research has shown that the higher the poverty rate in a school, the lower their redesignation rate for LEP students (Krashen, 1996). But Amselle's bilingual education districts are poorer than the English immersion districts, yet have higher redesignation rates. Even with the economic advantage, English immersion districts failed to outperform the bilingual education districts on the redesignation criterion.

Given this poor performance by English immersion on redesignation rates, it is not surprising that Amselle attempts to dismiss the importance of the redesignation measure. Yet, this was an issue just one year ago when proponents of Proposition 227 cited the supposedly "low" redesignation rates in their attacks on bilingual education in California. Further, even if Amselle were correct in claiming that the redesignation procedures are faulty and should not be trusted, this same bias would affect all districts, not just those with English immersion. As such, the low rates of redesignation by English immersion districts constitute additional evidence of their failure to educate LEP students.

Even Inferior Evidence Does Not Support English Immersion

Despite the warnings of professional researchers and the test companies themselves, some anti-bilingual education lobbyists like Amselle have attempted to twist the data from the SAT-9 scores to prove that "their" side is superior. But even if we were to take the SAT-9 scores at face value, there is still no evidence to show that English immersion is superior to bilingual education. Amselle compares the percentile scores from four Oceanside City USD, Santa Barbara Elementary SD, Ceres USD, and Alameda City USD—and five "bilingual education" districts. He concludes that English immersion students are making "significant" progress. There are numerous flaws in this argument, however.

- *Scores rose in all districts in California, for both LEP and non-LEP students, especially for low scoring students.* Amselle tries to make the ordinary look extraordinary by claiming that a rise in scores is somehow attributable to the implementation of Proposition 227. But as noted by Hakuta, Butler, and Bousquet (1999), there were across the board increases in the test scores of low-achieving students, both LEP and non-LEP. Low-scoring schools with few LEP students saw their 3rd grade scores rise an average of 8 percentile points, according to an analysis by Hakuta et al. These gains obviously cannot be attributed to Proposition 227, since they were by native English speakers. With all scores rising, there is no basis for attributing a rise in scores in some districts versus others merely to their imple-mentation of English immersion. There may be multiple reasons for test score increases, none of which could be teased out by Amselle's analysis.
- *We have no way of knowing whether some of the "bilingual education" districts did, in fact, have bilingual education programs for their students.* Amselle lists among his districts as a case of "bad" outcomes, Los Angeles Unified School District (LAUSD), claiming that a large proportion of LAUSD's bilingual students are in some form of bilingual education. This is false. As James Crawford has noted (personal communication, December, 1999), only a tiny percentage of students are in bilingual classes (around 5%), according to the most recent language census figures of the California Department of Education. If there is a failure of programs in LAUSD evidenced by the SAT-9 scores, it is the failure of English immersion.

  Amselle also makes unsubstantiated claims of the district "forc[ing] parents to sign waivers." If Amselle has something other than rumor or anecdote, he should produce it. His innuendoes have no place in a public policy debate.
- *The schools Amselle compared differ in ways other than program design, ways that have been shown to affect test scores.* Amselle attempts to compare students from widely different economic backgrounds, a factor correlated with test scores (White, 1983). Clearly districts with a smaller percentage of low-income families will have higher test scores regardless of their program model. This is true for English language learners as well as fluent English speakers. One of the most successful districts using English immersion is Alameda, which has only .7% of its students classified by the state of California as "economically disadvantaged." Compare this with two of the bilingual education districts, Santa Ana and Los Angeles Unified, both with more than 70% of their students classified as such. The average poverty rate for the English immersion districts selected by Amselle is 37.5%; for the bilingual education districts, it is 46.4%. Similar disparities are found in the percentage of LEP students within the districts. Amselle compares Ceres Unified, which had a mere 7.3% of its students classified as LEP, together with Santa Ana Unified, with 62.3% of its students classified LEP.

> *"If we re-analyze the score.... we find that the differences... are quite minimal."*

  Again, the average figures clearly favor the English immersion schools, with 20.9%, versus the bilingual education districts, with an LEP average of 32.4%. Amselle even attempts to explain away the success of one bilingual education district he selected, Ocean View, by noting that it has a "very low" number of language minority students (N = 560). Once again, Amselle gets the numbers wrong. The California Department of Education website (http://www.cde.ca.gov) reports that there were in fact 1,121 LEP students tested in Ocean View in 1999, or 14.9% of the total student population. That's a percentage greater than or comparable to two of Amselle's four English immersion districts (Ceres (7.3%) and Alameda (16.9%)).
- *Amselle's method of comparing scores is statistically wrong.* When corrected, some economically well-off English immersion districts did no better than their poorer bilingual education peers. In using percentile scores to compare school districts, Amselle commits a little known but potentially important statistical error. It is this: Percentile scores do not represent "equal interval" units, and they cannot therefore simply be added or subtracted. In other words, the "distance" between the 1st percentile and the 10th percentile on a standardized test is not the same as that between the 50th and the 60th percentile. In fact, the former "distance" is nearly four times as great as the latter. To make a proper comparison, it is first necessary to convert the percentile scores into a scale that uses equal units for the whole range of the test. This scale, using units known as Normal Curve Equivalents, or NCEs, produce results different from those presented by Amselle.

  If we re-analyze the scores of the English immersion and bilingual education districts using NCEs and average out the gains made across the five grade levels, we find that the differences between many of the districts are quite minimal. Take, for example, one of Amselle's "star" districts, Alameda, and Santa Ana. Alameda experienced an average gain in its LEP Reading scores from grades 2 to 6 of 3.54 NCEs. Santa Ana's average gain for those same grades was 2.58—less than a 1 point difference. (Typically, only differences greater than 5 NCEs, or about one-quarter of a standard deviation, are considered of practical significance.) Far from showing that the two programs are equivalent (and hence no need to implement bilingual education), it could be interpreted as showing how poorly Alameda is performing. That's because, as noted above, Alameda has almost no economically disadvantaged students (less than 1%), while Santa Ana has more than 70%. Ramirez, 1993). Amselle and his organization provide a textbook case of such an effort, using inappropriate achievement data from poorly labeled programs to bolster their case. Policy makers and the public deserve better than READ's misreading of the data.

Acknowledgement: I would like to thank James Crawford and Stephen Krashen for their helpful comments on this paper.

CONTINUED ON PAGE 23

Reaching Out: Expanding Structured Mentoring into Latin America

What happens when an American mentoring program takes its math, language arts and readiness products, translates them into Spanish, and offers them in El Salvador schools? Magic!

While working to expand the HOSTS (Help One Student To Succeed) Spanish Language Arts database, HOSTS' bilingual resource specialist and Spanish Language Arts Manager Nancy J. Carter discovered a variety of books authored by *Licensiado* Joaquin Garcia. Garcia's educational career began as a teacher at the Juan Bueno schools in San Salvador, El Salvador in 1966. He rose to become general director and administrator of 37 private schools serving 22,000 students. At the National Association of Bilingual Educators (NABE) conference in the spring of 1996, Garcia was introduced to HOSTS programs and became interested in bringing the program to El Salvador's schools. Garcia also visited a HOSTS site in Ft. Pierce, Fla. and was quite pleased with the mentoring in action that he saw there.

> *"Let us tell you that our enthusiasm grows as we approach the time to start the program with our students," wrote Garcia in a June 1997 letter to the HOSTS staff after the training event. "Please tell our wonderful mentors that our gratitude is greater as the time goes by and as we recall and apply the excellent teachings you shared with us."*

What is HOSTS?

HOSTS structured mentoring is a research-based and nationally evaluated program for accelerating learning using one-to-one or small group instruction in reading, writing, math and Spanish language arts. The program complements existing classroom curriculum and uses an electronic database to develop individualized education plans for each student or group. Providing one-to-one attention for children in more than 1,000 schools over the past 28 years, HOSTS has demonstrated gains at all levels. Extensive volunteer training and weekly update packets for mentors ensure long-term participation and lasting corporate and community partnerships. Providing customized solutions that accelerate learning, the HOSTS program is in use in 41 states across the Country and the District of Columbia, as well as in El Salvador.

In each of its applications, the HOSTS program has enjoyed tremendous success, with students showing gains of as much as two grade levels in a nine-month period. "HOSTS academic mentoring provides structure and accountability for greater community involvement. It takes nothing away from existing programs; it only adds greater value to what is already in place. HOSTS is a proven, cost-effective strategy that will benefit any school," explains HOSTS CEO Dr. Chad Woolery. "Latino students, because of the culture of the family and close-knit relationships, respond well to one-to-one intervention. It's like a grandmother talking to a grandson."

HOSTS (Help One Student To Succeed) In Revd. Juan Bueno Schools in El Salvador
Licensiado Joaquin Garcia of Juan Bueno Schools
Bill Gibbons, founder of HOSTS
Nancy Carter, HOSTS Spanish Language Arts Mgr.

HOSTS (Help One Student To Succeed) In Revd. Juan Bueno Schools in El Salvador
HOSTS Language Arts Teacher Katarina Garcia works with a HOSTS student in El Salvador.

For more information on HOSTS, contact Amy M Sandling of C. Pharr & Company at 972-931-7576 or Pharr@aol.com

Partnership with El Salvador

In March 1997, Garcia returned to the United States to attend the HOSTS national conference in Dallas. At this conference, HOSTS founder Bill Gibbons announced that the HOSTS program was being offered to the Revd. Juan Bueno schools in El Salvador. With this announcement, the HOSTS-El Salvador connection was begun. Attending training in McAllen, Texas, the 13-member El Salvador HOSTS teacher team learned how HOSTS is implemented and observed the program at work in various schools. "This is exactly what we need," said Salvadoran Silvia Pira, an expert in learning problems. "We have a lot of programs that are similar, but we don't have the same degree of structure and organization."

The Future in El Salvador

This HOSTS/El Salvador collaboration is expected to benefit about 22,000 Salvadoran children over the next few years, according to Garcia. Several months after initial HOSTS training, a pilot program was begun in El Salvador for 20 students at the first and second grade level in El Salvador's capital, San Salvador. "Armed with HOSTS, we believe that we are going to help the children very much," said Maria Gladys Ochoa de Garcia, principal of the San Benito School in San Salvador. "That is our vision, to benefit all of our children."

The State of Education in El Salvador

Although Juan Bueno schools are private, they were "born with the proposition of helping poor people, the poor children," said Garcia. Many of the children that attend these schools are orphans as a result of a civil war that ended three years ago. Many live in poverty, and about 80 percent receive partial or complete scholarships. The funding for these scholarships comes from patrons whose help is solicited for individual students. In El Salvador, education is more accessible and more comprehensive in urban areas, as opposed to rural parts of the country. While the Juan Bueno schools are more evenly distributed across El Salvador than the country's public secondary schools, the numbers are still weighted toward the city. Twelve schools are outside of San Salvador and 25 are within the city limits.

Plans for the Future

Since the inauguration of the first Latin America HOSTS in September 1997, the group has developed plans to hold an inaugural conference in San Salvador and invite representatives from other Latin American countries to attend and learn about HOSTS. El Salvador is the first step for these partners, who plan to begin the expansion of HOSTS programs to Costa Rica, Guatemala, Nicaragua and Ecuador. "As HOSTS continues to succeed in El Salvador, we are confident it will continue to be embraced in all of Latin America," Carter said.

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Theory and Practice in Bilingual Education

Column Editor: Lucy Tse, Ph.D., University of Arizona, AZ

The State of Heritage Languages in the U.S.

by Lucy Tse, Ph.D.

The current assault on bilingual education has demonized native language instruction in many ways obscuring an important and widespread problem in the U.S.: Non-English or "heritage" languages are disappearing with great rapidity, and the potential for developing a much-needed bilingual resource is being squandered. This linguistic resource, if realized, could be tapped to ease both educational and economic demands. It is therefore critical that heritage language development becomes a priority for our national education agenda.

Short Lives of Heritage Languages

Although public perception is to the contrary, immigrant and indigenous languages are not being perpetuated from one generation to the next. Rather, these languages vanish from families and communities as children and grandchildren become proficient in and develop a preference for English. Fishman (1966; 1991) described the process of language shift among immigrants as occurring over three generations. The first generation attempts to learn English while continuing to speak the native language at home. The second generation learns English to high levels but has limited continuation of the home language. The third generation speaks English in all realms including the home and has little or no working knowledge of the native language. This general pattern appears to hold true across minority language groups studied in the U.S. (Portes & Hao, 1998; Veltman, 1983).

Benefits of HL Development

Maintenance of the heritage language is not a luxury but a necessity considering the positive effects of being bilingual and biliterate. Having a high level of bilingualism is associated with better academic achievement, a genuine concern when one considers the general pattern of low educational achievement among language minority students compared to English-only students (Rumbaut, 1995). Bilingualism is believed to support academic achievement in three ways: by enhancing cognitive performance, by providing cultural resources, and by facilitating meaningful interactions between parents and children. Some researchers believe that bilinguals have more than one representation for each concept, leading to enhanced cognitive flexibility and improved ability to think and to problem-solve (Bialystock, 1987; Peal & Lambert, 1962). Other researchers suggest that bilingual ability may ease the acculturation and adaptive process of minority students, fostering healthy social and cultural adjustment important for school success (Rumbaut, 1994; Tse, 1998).

Furthermore, bilingualism gives access to "social capital" or "funds of knowledge" available through family and community, contributing to better educational performance (Moll, 1992; Zhou & Bankston, 1994). Finally, bilingualism is believed to bridge a potential language gap between generations, allowing positive interactions between parents and children. Such communication affords parents the opportunity to provide support for the child's development and for academic pursuits (Mouw & Xie, 1999; Wong Fillmore, 1991).

Being bilingual also benefits the society at large. Employers are hiring in ever-greater numbers bilingual and biliterate employees to meet the demands of an increasingly global economy and diverse population (Crawford, 1999). The chronic shortage of bilingual teachers for English language learners in our schools, for example, could be mitigated by supporting the home language as students enter school and eventually become proficient enough in two languages to benefit the next generation of English language learning students (Krashen, 1998).

Current Efforts

Unfortunately, relatively little is being done systematically at the programmatic level to stem language loss. Two types of efforts currently exist. However with few available resources they may have only modest effects. Developmental bilingual education programs were created expressly to help language minority students become bilingual and biliterate. By continuing native language instruction even after students are fully proficient in English, these programs aim to produce children with facility in two languages. Regrettably, these efforts are fairly rare due in large part to a lack of public support and the resulting meager federal dollars devoted to them (Crawford, 1997).

Community language schools suffer from important limitations that hamper their success. The lack of trained teachers and of appropriate materials for U.S. minority students represents only two of the major obstacles faced by many such schools. Furthermore, because these schools operate after school or on weekends, students themselves may be resistant to learning the language. Students tend not to see the heritage language as a legitimate subject of study due to the nature of these "add-on" programs, while other students dislike having to attend "extra" school while their peers have recreational time (Tse, 1997; 1999).

What Can Be Done?

To promote heritage languages, we need at least two things. First, a significant shift in national consciousness needs to occur in terms of non-English languages. The public needs to become aware of the alarming waste in a national linguistic resource a situation that can be mitigated, if not reversed. Second, programmatic improvements can be adopted to make current efforts more effective. Research on heritage language development indicates at least two concrete steps can be taken.

- Improve the status of Heritage Languages: Heritage language instruction integrated into the regular school day and given the legitimacy of a "regular" school subject produces better results than after school or weekend supplementary programs (Tse, 1997).
- Promote reading in the Heritage Language: Giving students access to abundant, appropriate, and interesting reading material in the heritage language is critical to the development of literacy, a major challenge for many heritage language learners. Reading regularly for recreation in the heritage language provides the language exposure learners need to improve reading and writing ability (McQuillan, 1998).

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"Having a high level of bilingualism is associated with better academic achievement...."

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Taking these two steps are only modest efforts toward halting the rapid loss of heritage languages. It is clear that substantive changes require far more radical shifts in our current thinking about the role of non-English languages in our students' education. Only when schools work in concert with the home and the heritage community can widespread and lasting change occur. In the meantime, these efforts may serve as an important foundation for more comprehensive efforts in the future.

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NABE Affiliates

CONTINUED FROM PAGE 14

Through this collaboration, NYSABE has contributed to a number of forums and discussions with the New York State Education Department and the Board of Regents, which include our recent co-sponsorship of the New York State Forum on English Language Learners - *Meeting the English Language Art Standards*. In addition, Carmen A. Perez Hogan, NYSOBE Coordinator, invited NYSABE to participate in a discussion with the Mexican consulate about the status of immigrant Mexican students and their academic needs. These policies of constructive engagement cement the partnerships with the North Eastern Consortium for Multicultural Education (NECME/REGION 2-New York/New Jersey). All of the above mentioned organizations, distinguished speakers, and other individuals have been invited to the NYSABE 2000 Conference. To bring our theme into focus, a special pre-conference forum is being planned. Our objective is to convene a panel of individuals of diverse political, social, linguistic, cultural, and academic background to contribute to a discussion of the issues. NYSABE's ultimate goal for the 2000 Conference is to form a collective benefit that will add to our capacity as a society and to create educational institutions that meet the needs of all students in a fair and equitable manner.

Please join us at our NYSABE 2000 conference!
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PROCESS ON GLOBALIZATION TOWARD STUDENT
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March 30, 31 April 1 & 2, 2000
Huntington Hilton, Melville, Long Island, N.Y.
Dr. Carlo Mitton is the NYSABE President for 1999-2000
and can be reached at (718) 826-7968.

Texas Association for Bilingual Education

Mission

The mission of TABE is to pursue the implementation of educational policies and effective bilingual-bicultural programs through a balanced program of research, professional development, and public education to promote equal educational opportunity and academic excellence for language minority students. In keeping with this fundamental goal, TABE promotes consultations with the Texas Legislature, the State Board of Education, Texas Education Agency and other policy-making agencies.

TABE is organized as a professional association for persons dedicated to supporting bilingual education. Our organization is involved on the political front by studying legislation affecting the educational needs of linguistically and culturally diverse children at the state and local level. We also exchange educational data, studies, ideas, practices and information with policy-making bodies, such as the Texas Legislature, the State Board of Education, the Texas Education Agency, and the United States Department of Education.

The association reviews and analyzes the state of bilingual and bicultural education in Texas schools and exchanges ideas and practices for more effective implementation. We advocate instruction in the native language of language minority students while they are mastering English. We work to ensure Texas public schools develop the native language skills of ESL students to afford them the opportunity to become proficient in English and in at least one other language.

TABE works to ensure that Texas public schools provide language minority students with a program of instruction and cultural development that enhances the students' sense of identity and fosters a positive self-concept. It is also the goal of TABE that language minority parents are involved in the educational development of their children and the decision making processes affecting their children's education. We collaborate with institutions of higher education to implement quality teacher training programs.

Successful Defeats

During the last legislative session, TABE successfully organized to oppose legislation that would have made Texas a voucher state. Members were placed on alert to make calls to legislators to oppose voucher proposals. When parents take public funds to private institutions, bilingual education programs and other special programs such as Bilingual Gifted and Talented, Special Education, and special services are the first to go.

TABE also helped to defeat a bill that would eliminate class size caps. Currently, a twenty-two-student cap is enforced for K-4 classes. TABE utilized research that shows young students learn more effectively in small group settings. TABE rallied to support the education needs of LEP students, many of whom will be greatly affected by increased class size.

TABE's Activities

TABE provides leadership training twice a year for seventeen local affiliates throughout the state. Training is held in the fall for new presidents and in the spring for presidents-elect. The presidents-elect learn necessary, basic organization skills such as parliamentary procedure and treasurer reports. In the fall, presidents meet to discuss issues and develop goals for the coming year. Goals set for this year by affiliate presidents include: develop plans to increase membership, create more efficient lines of communication, and collaborate with TEXTESOL. TABE has already met with President-elect, Irma Hinojosa, and the Executive Board at the TEXTESOL state conference in November to begin collaboration.

TABE organized leadership training this past September for their Bilingual Education Student Organizations (BESO) affiliates. This was the first year our association provided training for the up and coming bilingual educators. BESO took the initiative to request training from TABE at last year's state conference. The training was very successful, and we will further develop TABE's relationship with BESO.

CONTINUED ON PAGE 26

NABE Affiliates

CONTINUED FROM PAGE 25

Future Goals

The increasing importance of bilingual education propelled TABE's goal to develop membership drives with local affiliates. TABE hopes to expand membership and create a membership form that allows members to join TABE and NABE in one sign-up. Increasing membership will not only strengthen local bilingual education advocacy but will also extend awareness of state and national issues.

TABE wishes to build stronger partnerships with TEXTESOL and other bilingual advocate organizations. We have invited a liaison from TEXTESOL to attend TABE board meetings and regional and state conferences to share information and develop future collaborations. TABE is also working toward hiring a part-time executive director to better serve the members and collaborating organizations.

Manuel Ruiz, III is the TABE President for 1999-2000. He can be reached via fax (210) 695-9520.

Washington Association for Bilingual Education

The Washington Association for Bilingual Education is a nonprofit organization dedicated to recognizing, promoting, and publicizing professional development opportunities and educational excellence through bilingual and multicultural education. It is our purpose to promote the philosophy and practice of bilingual education in Washington Schools and other agencies and institutions.

State Standards and the ESL Student

A critical issue impacting the LEP students in Washington State is the new state standards and assessments. The Essential Academic Learning Requirements have been established as common goals for which students and educators are accountable. These standards have been developed for the "basic" areas: reading, writing, communication, mathematics, science, geography, history, civics, economics, arts, and health and fitness. They represent the specific academic skills and knowledge students will be required to meet in the classroom. WABE understands the need to develop clear targets for students and teachers across the state. Our concern is the assessment system, which does not take into consideration the process of second language acquisition, and requires that all students be tested in English. The assessments will be administered in the fourth, seventh, and tenth grades. LEP students in these grades are held accountable for the same standards as their English speaking peers, regardless of length of time they have been receiving instruction in English or their English language proficiency.

WABE Annual Conference

A major activity for WABE is the Annual State Bilingual Conference. The conference will be held on March 24-25, 2000 at the Yakima Convention Center in Yakima. About 400 bilingual, ESL, regular classroom teachers, and paraprofessionals attend our workshops, exhibits, and school visits. The theme of the conference is "Bilingual Education: Connecting Generations – A New Millennium." Dr. J. David Ramirez from the Center for Language Minority Education and Research will be the keynote speaker. Participants will attend sessions on assessment, teaching strategies, computer assisted instruction, and many other topics. They will also have the opportunity to look at the newest bilingual/ESL materials.

Looking to the Future

One of our goals has been establishing a partnership with the Washington Educators for Speakers of Other Languages (TESOL affiliate). The link between our associations is WABE's Executive Council's Member at large. As part of this effort, we have been looking into developing and providing activities for our members sponsored by both associations.

Our organization has an Executive Council made up of seven officers and eight representatives from the different regions of our state. Our main goal has been to develop regional representatives into a strong participatory network, so that we can increase local membership and the public's understanding about the importance of language and culture in the educational process.

Carmen T. Centeno is the WABE President for 1999-2000 and can be contacted at (509) 664-3606.

Wisconsin Association for Bilingual Education

On a Mission

Founded almost twenty years ago, the Wisconsin Association for Bilingual Education (WIABE) set goals to reach out to parents, students, teachers, administrators, and the public to educate on and advocate for bilingual education. WIABE works in partnership with universities, state agencies, community agencies, as well as public and private schools, lawyers, and volunteers. This coalition's mission is to ensure limited English proficient students receive an equal education that will enable them to compete in a technological society. WAIBE also promotes students' knowledge and pride in their cultural roots and an understanding of the society they live in.

About Wisconsin

In Wisconsin, only the city of Milwaukee has a developmental K-12 program, which allows limited English proficient students to develop their native Spanish language while learning English. Other districts in the state have transitional K-3 programs or *English as a Second Language* (ESL) programs. These programs become more significant because Wisconsin has an extremely diverse LEP population with large numbers of Hmong, Laotian, and former Soviet Union students.

Constant Support

WIABE has been at the forefront of the struggle against English-only laws every year that *English as the Official Language* legislation has been submitted. In the second year of English only legislation, the Association was able to gather support from all ethnic groups, including African Americans, Asians and Latinos. The following year, WIABE recruited parent support and hired a lawyer to develop legislative strategy. We continue to coordinate local outreach to disseminate data and inform the public of the purpose of bilingual and ESL education by holding town hall meetings. The Association also utilizes newspapers to publicly inform residents to defeat anti-bilingual/ESL education legislation. In addition, the affiliate holds hearings to share the importance of bilingual and ESL programs with state legislators. Now, in the wake of Proposition 227 in California, WIABE's most pressing concern is that conservative groups under the rubric of "educational reform" – will attempt to pass similar laws.

WIABE is always on the alert to counterattack English-only laws; our goal for the coming year is to build a stronger relationship with our elected officials and the unions to defeat any future Proposition 227. As part of the national network of the National Association for Bilingual Education (NABE), we have an important mechanism for organizing and coordinating national efforts to protect the educational opportunities for limited English proficient students.

Beyond Bilingual Education

Parent centers in Greater Milwaukee and in many school districts are actively involved in courses for parents which include English as a Second Language, computer literacy, job skills, native language improvement, and citizenship. In the Milwaukee Area about 300 parents take advantage of these classes. Thirty out of every fifty parents enrolled in citizenship classes succeed being granted United States citizenship. The Association also collaborates with labor unions to coordinate bilingual industrial and vocational training.

WIABE has been active in working with Title I regular classroom teachers and English as a Second Language teachers to build alliances within the educational community. In Wisconsin, every teacher has at least one LEP student. Through collaborative efforts, we can be stronger in defending the programs and goals of bilingual and ESL education.

Freya Neumann is the WIABE President for the 1999-2000 and can be reached at (414) 475-8078.

Reflection

After reviewing the activities and future goals of the Affiliates, we note that we are not alone in our achievements and our efforts. Our Affiliates are taking the leadership on critical issues such as Standardized Assessments, English Only Legislation, and Education Reform attempts to disband bilingual education.

Many states have been restructuring standardized assessments. The affiliates are developing strategies to protect alternatives for LEP children and ensuring schools are held accountable for the success of our children. English Only Legislation doesn't seem to be losing energy and neither is our Wisconsin affiliate. The association has been successfully defeating the debilitating proposition for three years in row.

Most important, our affiliates are utilizing the power in numbers. Collaborating with various organizations such as TESOL, labor unions, universities, and parent organization, our associations are garnering resources, propelling them to action. The leadership that our affiliates demonstrate in each state and locality becomes increasingly important when looking at bilingual education as a national issue. The national success of bilingual education relies heavily upon the achievements of our state associations.

Emily R. Martinez comes to NABE as a 1999-2000 Congressional Hispanic Caucus Institute Fellow. Alicia Sosa, Ph.D. is Director of Membership and Publications at NABE.

- NABE -

Master's Degree Fellowship
State University of New York At New Paltz

The State University of New York at New Paltz graduate program in Second Language Education is offering a Master's Degree training sequence in Teaching English to Speakers of Other Languages (in this case Spanish) and in Bilingual Education with an emphasis in working with students at risk. This program is funded by the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs. It provides traineeships that include full tuition and a stipend. Funding is contingent upon approval from the U.S. Department of Education. Individuals interested in the program should contact:

Dr. Joseph Trippi
Department of Educational Studies
Rm 112 Old Main Building, Suite 8
SUNY at New Paltz
75 South Manheim Blvd.
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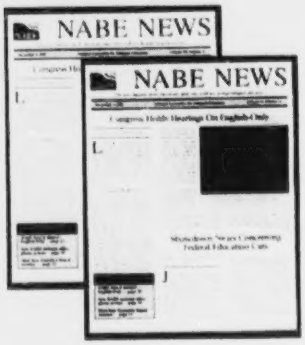

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- ☐ *College/University Student:* **Must Not** be professional educator and **Must** be enrolled on **full-time** basis. A copy of an official college or university document showing current enrollment status must accompany the NABE membership application.
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④ **I am involved with bilingual education as** *(check one)*

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- ☐ College Instructor
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- ☐ Full-Time Student
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- ☐ School Board Member
- ☐ Teacher
- ☐ Other

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- ☐ Commercial organization
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NABE News

The news magazine about educational equity and excellence through bilingual education

President's FY 2001 Budget Requests $48 Million Increase for Bilingual Education

by Patricia Loera, Esq.

On February 7, 2000, the President submitted his education budget request for Fiscal Year 2001 to Congress. Overall, the FY2001 budget represents the largest investment in education funding in the history of the Department of Education. The President is requesting $40.1 billion, an increase of $4.5 billion, or 12.6 percent, over FY2000 education funding.

Majority of Increase Targets Bilingual/ESL Teacher Training

The President is requesting $296 million for Bilingual Education Act grants, which is an increase of $48 million over FY2000. The President's FY2001 proposed appropriation for the Bilingual Education Act would provide $180 million for Instructional Services, an increase of $17.5 million, or about 10.7 percent, over the FY2000 level. The funding for Instructional Services is sufficient to support approximately 803 grants serving an estimated 1.3 million students.

Support Services would receive $16 million, an increase of $2 million over the FY2000 level. The request would provide an increase for state education agency grants so the states can continue to collect data, provide technical assistance, and review Instructional Services and Professional Development applications from within the State. The increase would also allow States to assist local education agencies in improving accountability systems. The requested funding would continue to support important research and public dissemination efforts. This is the first requested increase since FY1998.

Professional Development Programs would receive $100 million in the Administration's budget proposal, a $28.5 million, or 40 percent, increase over the previous year. The increase for professional development would help support preparation for an additional 8,000 teachers a year in an effort to address the critical shortage of certified bilingual education/ESL teachers (a 50,000 shortage is expected for the year 2000). NCES data show that during the 1993-94 school year, 40 percent of all teachers were serving students with limited English proficiency but only 29 percent had received any training on teaching them. In a 1999 NCES report, *Teacher Quality: A Report on Teacher Preparation and Qualifications of Public School Teachers*, teachers acknowledged that they are unprepared to teach children from diverse cultures and children who are learning English as their second language.

Analysis

Federal resources to help schools serve students with limited English proficiency have not kept pace with the dramatic increase in enrollment. According to the Congressional Research Service, federal support for bilingual education declined an estimated 39 percent between FY 1980 to FY 1998, after accounting for inflation. The Office of Bilingual Education and Minority Languages Affairs is able to fund only one-fourth of the eligible applications for assistance.

The number of children with limited English proficiency attending American schools is large and growing. Today, LEP students number more than 3.5 million (approximately 7.4% of total K-12 enrollment). Although concentrated in five states — California (25 percent of its students are LEP), Texas, New York, Florida and Illinois — students with limited English proficiency are present in every state and in almost half of our nation's school districts. Between 1990 and 1997, the number of students with limited English proficiency increased by 57 percent, often in states and school districts that previously enrolled only a handful of these students. Between 1989-90 and 1996-97, the population of stu-

CONTINUED ON PAGE 10

ISSUE HIGHLIGHTS

Capitalizing On Diversity 5
FY 2001 Budget 25
Senate Moves ESEA Bill 27

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TABLE OF CONTENTS

President's Msg. 3
Executive Director's Msg 4
Theory and Practice 5
Indigenous Bilingual Ed. 9
Book Reviews 11
Asian/Pacific Amer. Ed. 13
Resources 15
2000 Conference 20
President' Education Budget.... 25
Senate Moves ESEA 27
Call for Presentations 29
Upcoming Events 35
Special Issue of *BRJ* 37
BRJ Subscription Form 38
Membership Application 39
NABE 2000 Sponsors 40

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NABE

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Message from the President

Many Tongues, One Voice

by Dr. Josefina Villamil Tinajero

My dear NABE family, we have come a long way to this summit of opportunity, and it is here that we must be one in vision, one in purpose and one in voice! We are at a momentous time in history — both for our nation as a whole and for NABE.

NABE 2000 is NABE's first conference of the new millennium, NABE's first conference of the 21st Century. Each one of us here spans two centuries, spans two millennia and spans at least two languages and two cultures. We ARE therefore, bicentennial, bimillennial, bilingual and bicultural! Look around you, and you will see thousands of NABE members, each one an ambassador of the most multicultural, multilingual America ever.

Just look around this room. Look around! At this moment in history we have members of NABE from virtually every racial, ethnic, and religious background. Hundreds of languages and cultural groups are represented in this room; hundreds of languages and cultural groups are represented in NABE affiliates and Special Interest Groups (SIGs). Hundreds of languages and cultural groups are similarly represented in the children we serve. How diverse we are! Here we are in all our diversity. However, to move forward we must be one in vision, we must be one in purpose and, while we are many tongues, we must be one voice!

One in Vision: Sharing a Vision for Excellence

What does it mean to be one in vision? It means that we share a vision for excellence. In 1975, when NABE was founded in San Antonio (right here), we just had some notions of how to teach our children. Yet, we insisted on equity; we insisted on access. We advocated for laws, guidelines, and funding that would promote and ensure equity. From San Antonio, and all over the nation, we lobbied the legislature. Today, we have results. Hundreds of school districts across the nation have implemented bilingual programs. Laws requiring bilingual education exist in 13-15 states, and we have a growing network of research endeavors at the university level that support our school programs. In addition to equity, we now insist on excellence. We insist on promoting bilingualism for ALL children. We insist on preparing every single child to meet world standards.

We know that as advances in communication and technology further shrink our globe, so grows the need for individuals who are competent in all academic areas and who are proficient in more than just English. We know that we must prepare our students to function in a culturally diverse nation in an economically interdependent and interconnected United States, a United States which is inevitably, even eagerly, being drawn more and more into the global framework.

Thus, our vision of excellence means educating our children globally, widening their access to the world so they can function knowledgeably and comfortably in a world that is interdependent, interconnected AND international. A world of this sort demands linguistic, cultural, technological and socio-psychological preparation. Our vision of excellence means that our children must be bilingual, even trilingual — perhaps even multilingual in spoken languages and conversant in one or more cyber languages. To borrow a concept from cyberspeech, you could say that bilingualism is twice the bandwidth.

According to a recent report in *USA Today*, the profile of a model employee includes the knowledge of a language other than English. The executives of the 1,000 largest companies in the United States identified the most valuable second languages in business as follows: Spanish 63%; Japanese 16%; Chinese 11%, German 4%, French 2%. I say ALL languages are important. I say all children are important. I say, we challenge our schools to stop thinking in terms of remediation and start thinking about excellence!

A global economy calls for high performing organizations with workers who have well-developed minds, a passion to learn, and the ability to put knowledge to work. Further, it requires workers to be creative and responsible problem solvers, to apply and analyze information; develop thinking skills, and identify new resources — all in two or more languages! Being bilingual or multilingual is an enormous asset, an intellectual accomplishment! And it should be fostered as a national treasure!

One in Purpose

As a great NABE family, we must also be one in purpose. Each one of us, sitting in this room must share responsibility in the deliberate advancement of bilingual education. Let us stop making apologies for what we know works, and focus on making it more accessible to the kids that need it most!

CONTINUED ON PAGE 22.

Message from the Executive Director

Ten Simple Things You Can Do to Support Bilingual Education

by Delia Pompa

Fresh from our annual conference, we are renewed in our commitment to quality bilingual programs. We find ourselves excited about trying new methods, invigorated to spread the word about why bilingual education works, and ready to take on the world. But often our enthusiasm runs into the day-to-day demands of our work, and the best of intentions remain just that — intentions.

This year, let's all find ways to keep the energy of the conference going. Every day presents new opportunities to strengthen bilingual education and to improve education for language-minority students. The simplest actions can be the most powerful when they have roots in our daily tasks.

Here are ten simple things we can all do to keep the conference momentum going:

1. partner with a non-bilingual educator on a project of mutual interest;
2. try out at least one thing you learned at the conference in you classroom, in your school, or in your program;
3. mentor a first-year bilingual teacher;
4. read aloud to your students in their native language;
5. invite someone "important" — the principal, the superintendent, the mayor, your Congressman — to your classroom to meet successful students;
6. document one success daily — send out a list of your accomplishments to NABE and to all your colleagues at the end of the year;
7. encourage your students to enter competitions that showcase their talents;
8. recruit two new NABE members;
9. attend a professional development session on a topic other than bilingual education and share the bilingual perspective with your colleagues at that session;

and/or

10. submit a presentation proposal for NABE 2001.

The power of every NABE member accomplishing just one of these actions is overwhelming. It could mean 6,000 new teachers feeling confident enough to mentor another teacher. It could mean 150,000 students developing an appreciation for classic literature. It could mean tripling NABE membership. It's pretty amazing what we can all do together.

- NABE -

Theory and Practice in Bilingual Education

Column Editor: Dr. Lucy Tse, Arizona State University, Tempe, AZ

Capitalizing on Diversity: Lessons from Dual Language Immersion

by Kellie Rolstad, Ph.D

The evidence is compelling that dual language (DL) or two-way immersion is a powerful educational program where children can become fully bilingual and biliterate while attaining high levels of academic success; in addition, students in these programs develop positive self-concepts and interethnic attitudes (Cazabon, Lambert & Hall, 1993; Christian, Montone, Lindholm & Carranza, 1997; Lindholm & Fairchild, 1990). Many teachers are eager to initiate DL programs at their schools in order to capitalize on this additive bilingual approach. However, the ideal model requires certain features (of student population, teacher preparation, community and administrative support, etc.), which hinder the immediate, widespread creation of DL programs since these resources are scarce. Two important questions should be addressed that may aid both the long-term development of DL programs and the immediate improvement of instruction for students in a variety of programs:

1) What are the characteristics of DL that make it so effective?
2) What, if anything, can the identification of these characteristics do for the vast majority of students not involved in DL programs?

Successful Dual Language Programs

The first question can be addressed by examining what occurs in successful DL programs, in terms of instruction, goals, classroom climate, and so forth. By examining particularly those features that relate to language and identity, and by comparing them with attitudes and treatments prevalent in other programs, we can consider how to adapt such features to improve outcomes in other programs as well. This begins to address the second question from which the argument can be made that many of the features that make dual language immersion so successful can be adapted to any program where student diversity is available. When a teacher views diversity as a resource and demonstrates a commitment to capitalizing on student diversity, every classroom can become a more positive, supportive place for all students.

The following table (see Table 1) presents some general characteristics of English-only, transitional bilingual, and developmental bilingual programs. Dual language immersion is included within the category of developmental programs, with differences italicized. While there are often other factors in schools that may affect bilingual students, the focus here is on the features of the programs themselves.

The table shows how English-only instruction tends to lead to submersion damage and monolingualism, while developmental bilingual instruction leads to positive results, bilingualism and biliteracy, with transitional bilingual instruction falling between the two extremes. While the learning of English is promoted in all three-program types, differences in academic performance support bilingual education, of either type, but favoring developmental bilingual instruction (Ramirez, Yuen & Ramey, 1991, Greene, 1999; Willig, 1985). As a form of developmental bilingual education, DL immersion strongly supports the psychological, social, linguistic and academic goals of English learners, but it also simultaneously supports the goals of English speakers who are learning a foreign language. While these goals could be met to some extent by instructing the two groups of learners separately, the combination itself seems to have a synergistic effect — initially psychological, social and linguistic in nature, and eventually translating to increased academic performance. This synergy may underlie the success of DL immersion, but it is worthwhile considering whether and how some of the features of DL immersion could be adapted to other programs.

Salient Features

An examination of several successful DL programs (Christian, Montone, Lindholm & Carranza, 1997; Freeman, 1998; Lindholm & Fairchild, 1990; Rolstad, 1997) has revealed the following salient features, reinforced by recommendations from researchers and evaluators of DL programs (Cazabon, Lambert & Hall, 1993; Christian, 1994; Christian, 1996; Lessow-Hurley, 2000; Lindholm, 1990). Some, such as cooperative learning, are found within a variety of program models, while others, such as full access to both English and target language peer models, typically characterize DL programs.

Cooperative Learning. In cooperative groups, members work together in concept formation and problem solving, which can be particularly beneficial to minority students (Kagan, 1986). Students must rely on each other for information and negotiate meaning together, which leads to a

CONTINUED ON PAGE 6

THEORY AND PRACTICE

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higher quality of communication (Kagan, 1986; Long & Porter, 1985). Also, when children interact with each other, they teach each other language. "Cooperative strategies motivate students and promote a positive affective climate. These qualities make cooperative learning particularly appropriate for a dual language classroom" (Lessow-Hurley, 2000:74). On her list of criteria for effective language programs, Lindholm includes, "positive interdependence and reciprocal interactive instructional climate," (1990:100), such as that provided by cooperative learning. A teacher in a DL program explains that, "cooperative learning allows for more conversational time for the students in whichever language during content instruction. They need more chances to speak than student-teacher only interaction would allow" (cited in Freeman, 1998:156).

Heterogeneous grouping. Researchers who study DL programs have determined that, "the heterogeneous nature of the grouping was essential for the success of the two-way model; that is, students must have the opportunity to work collaboratively and use language with each other in order to promote higher levels of second language proficiency as well as positive cross-cultural attitudes" (Christian, Montone, Lindholm & Carranza, 1997:108). Grouping children on the basis of assumed abilities limits their opportunities to learn from each other, and skews children's perceptions of their true abilities (Esposito, 1973). Ability grouping would be especially harmful in DL immersion, since it would, in many subject areas, divide the children along language lines, defeating the purpose of integrating the two language populations.

Curricular adaptation. In their study of successful DL programs, Christian, Montone, Lindholm & Carranza state that, "curriculum and program design were developed to accommodate the needs of the students at that particular site" (1997:104). Developing the curriculum to suit specific groups of students is far more effective than using a pre-established curriculum (Short & Harste, 1996), so while some teachers may bemoan the lack of pre-set curricula and materials, this

Table 1: Some Typical Features of ESL/BLE (Programs and Expected Outcomes for English Learners

English-Only/Mainstream	**Transitional Bilingual**	**Developmental Bilingual Education/Dual Language**
1. L1/minority language not valued, possibly stigmatized	1. L1/minority language slightly valued, instrumental only, possibly devalued	1. L1/minority language fully valued
2. No L1 development	2. Short-term L1 development	2. Long-term L1 development
3. Goal: Proficiency and literacy development in English (subtractive)	3. Goal: Proficiency and literacy development in English (subtractive)	3. Goal: Proficiency and literacy development in own and target language (additive)
4. Possible native English-speaking peer interaction (when English learners are distributed among English L1 classrooms, rather than segregated)	4. No native English-speaking peer interaction	4. Developmental: no native English-speaking peer interaction Dual Language: native English-speaking peer interaction
5. Ethnolinguistic diversity not acknowledged, possibly stigmatized	5. Ethnolinguistic diversity acknowledged	5. Ethnolinguistic diversity celebrated, at least between own and majority language group
6. Own ethnicity not affirmed	6. Own ethnicity possibly affirmed	6. Own ethnicity affirmed
⇩	⇩	⇩
Low ethnic identification Negative self-concept Low ethnic tolerance Decreased academic performance English monolingualism	Low ethnic identification? Self-concept? Ethnic tolerance? Academic performance? English monolingualism? Undeveloped L2 literacy	High ethnic identification Positive self-concept High ethnic tolerance Increased academic performance Bilingualism and biliteracy

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NABE 2000 Confer

Attendees at a special technical assistance workshop on the 21st Century Community Schools grants.

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NABE Executive Board Member, Dr. Paul Martinez, presents Dr. Kathy Escamilla with the NABE 2000 Citizen of the Year Award.

, 2000 - San Antonio, TX

NABE 2000 Teacher of the Year Magali Williams receives her award from NABE Board President, Josefina Villamil Tinajero and Education Pioneer Inez Ramsay.

UC Berkeley's Dr. Lily Wong Filmore discusses her presentation with workshop participants.

Dr. Jim Cummins speaks to Conference attendees during one of the many featured sessions at NABE 2000.

Conference participants take a moment between workshops to catch up with friends.

apparent lack may well be fundamental to student success in these programs.

> ***When a teacher views diversity as a resource and ... student diversity, every classroom can become a more positive, supportive place for all students.***

Avoidance of language stereotyping. Language stereotyping, the separation of language by subject, damages the prestige of the minority language, as does separation of language by speaker, when one language is spoken by authority figures and the other is spoken by subordinates (Lessow-Hurley, 2000). Children can easily perceive differences in sociolinguistic status, which can permanently affect the way they think about themselves and others and affect how they learn in school (Rolstad, 1997).

Superior levels of language acquisition. Language is acquired when students are provided with rich, comprehensible input relating to interesting content in a comfortable environment (Krashen & Terrell, 1983). Content-based instruction is superior to learning a language as the object of instruction (Brinton & Masters, 1997; Short, 1993; Snow, Met, & Genesee, 1989), and since DL teachers always have second language learners present, instructional strategies must incorporate hands-on activities, "diagrams, brainstorming, drama and acting, and concrete contextual references (visuals, realia)" and "sheltering, student-teacher modeling, ...TPR, illustrations and rephrasing, to improve comprehension and develop vocabulary" (Christian et al., 1997:107). Research consistently shows high levels of language acquisition through such DL immersion techniques (Cazabon, Lambert & Hall, 1993; Genesee, 1992; Lindholm & Fairchild, 1990).

Mutual Respect. The cultural and linguistic exchange that occurs in a DL program is highly conducive to the promotion of mutual respect by the two groups. Planned, effective interactions among students can minimize differences in perceived sociolinguistic status (Rolstad, 1997) and encourage social integration. To the extent that DL programs succeed in maintaining integration, they can expect students to achieve linguistic and social goals.

Strong self-concepts and increased linguistic and academic achievement. Many researchers have established the importance of identity to self-concept, and of self-concept to learning. "A secure identity may be fundamentally necessary for accepting, and hence learning, other languages and cultures" (Fishman, 1991). "Pressure for assimilation, at the expense of one's home culture, forces young children to make painful personal choices which often affect their self-esteem and, in some cases, their ability to learn English and other academic skills" (Secada & Lightfoot, 1993). "Strengthening feelings of self-worth, confidence, and cultural identity can lead to improved school achievement while at the same time maintaining linguistic and cultural vitality" (Conklin & Lourie, 1983).

Emphasis on enrichment rather than remediation. Rather than viewing language minority students as in need of remediation because of their need to learn English, DL programs view them in the same way they view the English speakers, as ready for enrichment through learning a second language. When bilingualism and biliteracy for all is encouraged, the emphasis shifts away from a deficit approach toward a resource approach, where all students have something that is valuable and can be shared to benefit others. In contrast to a remediation approach, where subject matter may be diluted and decontextualized, the enrichment approach necessitates high-context, high-level instruction.

Adaptations for other programs

What lessons can we take from the success of DL immersion in order to improve experiences for both language minority and language majority students? Wherever possible, programs should incorporate features of DL immersion, along the following lines:

- Extend use of cooperative learning
- Eliminate use of "ability grouping"
- Continually adapt the curriculum to students; ensure that the culture of each student is represented in the curriculum
- Avoid language stereotyping
- Teach language through content
- Provide context clues, hands-on activities
- Invite and encourage all students to bring something of themselves into the classroom, give all students the opportunity to teach their own language and culture to others
- Focus on increasing self-esteem for all students through authentic means
- Think enrichment, not remediation

Conclusions

DL can provide a powerful learning climate where students come to value and respect their own and eachother's languages and cultures and where differences in sociolinguistic status can be critiqued and minimized. Unfortunately, not every student can participate in a two-way program. As August and Hakuta (1998) point out in their

CONTINUED ON PAGE 17

EVERYONE IN THE WORLD SMILES IN THE SAME LANGUAGE.*

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Issues in Indigeneous Bilingual Education

Column Editor: Dr. Jon Reyhner, Northern Arizona University, AZ

Use and Change in the Americas

by Jon Reyhner, Ph.D

There has been an upsurge of interest in endangered indigenous languages in the last few years with the result that several journals have devoted special issues to the topic. One of the best is issue 132 of the *International Journal of the Sociology of Language* (1998) edited by Teresa L. McCarty and Ofelia Zepeda of the University of Arizona.

This 208-page volume on, "Indigenous Language Use and Change in the Americas," combines articles by both indigenous language scholars and activists. Part I on indigenous languages in the United States has 13 articles, and Part II on indigenous languages in Mexico and Latin America has six articles.

Michael Krauss, director of the Alaska Native Language Center, notes in his paper on, "The condition of Native North American Languages," that of about 175 indigenous languages still spoken in the United States only 11% are still spoken by young children. Languages not spoken by young children are, of course, dying. When one thinks of how these languages are considered gifts from the Creator, as do many language activists, one must consider what other aspects of indigenous cultures are being lost as fewer and fewer people speak them.

> ***"...of about 175 indigenous languages still spoken in the United States, only 11% are still spoken by young children. These languages are, of course, dying."***

Several of the papers approach the issue of why it is important not to let indigenous languages die out. I find that these languages are tied to ways of life that support healthy living in an age where many negative social forces are impacting indigenous children, including gangs, drugs, and alcohol.

William H. Wilson of the University of Hawaii at Hilo notes in his paper that, "What is to the benefit of this Hawaiian language lies with us.... It is said, Help one another, live together, and be happy together" (p. 118). Jane Hill of the University of Arizona notes that Mexicano (Nahuatl), an indigenous language of Mexico, is not seen by speakers as necessarily embodied in individual words "but in its characteristic discourses of respect and hospitality" (p. 181).

Hualapai language activist Lucille Watahomigie writes in her paper, "The native language is a gift," that Head Start programs and schools have played a role in indigenous language loss by emphasizing national languages, English in the USA and Spanish in most of Latin America.

Schools have made some effort to teaching indigenous languages through bilingual education programs. These programs often had Indian teachers teaching their languages to students who only learned the names of animals, colors, etc. These same teachers, Krauss notes, would go home and speak English to their own children. This was partly a result of the fact, as Zepeda reports for her Tohono O'odham Nation, that bilingual programs were put in place before staff was trained. Krauss emphasizes the need for training in immersion teaching methods so students will produce rather than reproduce language (See the "Immersion Education" column in the 08/01/98 issue of *NABE News* at <http://jan.ucc.nau.edu/~jar/NABE31-40.html#33>).

Acoma Pueblo language activist Christine Sims describes in her article, "Community-based efforts to preserve native languages," how relatively unsuccessful university and school-centered efforts in the 1960s, 70s, and 80s in Northern California shifted to community-based efforts in the 1990s.

The recommendation of Mary Linn, Marcellino Berardo and Akira Yamamoto of the University of Kansas in their article, "Creating language teams in Oklahoma Native American communities," provide excellent advice to any community language activists interested in keeping their language alive:

1. "A few dedicated individuals [that form a language team] are more important than a hundred interested people."
2. "Each member of the language team should visit native speakers and attempt to bring them into the team."
3. Get some basic supplies, including a "good tape recorder and tapes, butcher paper, and markers."
4. Try to find a place to meet.

CONTINUED ON PAGE 10

INDIGENOUS BILINGUAL EDUCATION

CONTINUED FROM PAGE 9

5. Establish ground rules, including speaking the language as much as possible. "Insist that learning vocabulary words in isolation is not the same as learning the language. It is important to use the language to communicate meaning in context as much as possible."
6. "Set aside time for reviewing transcripts, preliminary analyses, and general discussion. In addition to speaking the language, talking about it is both enjoyable and an excellent learning and teaching experience for team members."
7. "Do things together as a team of speakers, learners, teachers, and linguists." (pps.76-77)

Furthermore, Hill encourages bilingual native speakers to, "behave like monolinguals," and to not speak the dominant language so that their family members will learn and keep their heritage language alive.

While community-based efforts led by dedicated and committed local language activists are found at the heart of any successful language revitalization effort, that is not to say that university and school efforts are of no use. In fact, once community-based efforts start to show results, native language speaking children need to be accommodated in the schools and universities or else the previous pattern of school failure and forced assimilation will be repeated.

In New Zealand and Hawaii very successful community-based immersion programs have led to a call for immersion classes in the schools, which lead directly to the need for university level teacher training programs to staff the new immersion classrooms. William Wilson of the University of Hawaii at Hilo reports in his article, *Life is Found in the Hawaiian Language*, that 3,000 people are now studying Hawaiian in community programs and 4,000 college and high school students are studying Hawaiian as a second language.

The successes in New Zealand and Hawaii are yet to be duplicated in the continental United States where language revitalization efforts are still mostly in an infant stage. Publications like *Indigenous Language Use and Change in the Americas* provide valuable guidance to anyone wishing to help these efforts reach maturity. A list of the recent special journal issues on indigenous language revitalization, including a list of all the articles in the issue reviewed here, can be found on the internet at the end of my article on Selected Resources on Native American Language Renewal at <http://jan.ucc.nau.edu/~jar/SIL_Appendix.html>.

~ NABE ~

FY 2001 BUDGET

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dents with limited English proficiency more than doubled in 18 states: Alaska, Florida, Georgia, Idaho, Indiana, Iowa, Kansas, Kentucky, Minnesota, Montana, Nebraska, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Tennessee, and Washington.

Students with limited English proficiency face special challenges to receiving an education. Federally supported English-language programs provide an opportunity for students to gain proficiency in English and learn to high academic standards, prepare for jobs of the future, and be fully integrated into American society.

Editor's Note: *Patricia Loera, Esq. is the Legislative Director for NABE.*

~ NABE ~

Funding History

	Requested			
	FY1998	FY1999	FY2000	FY2001
Instructional Services (Subpart 1)	$160	$160	$162.5	$180
Support Services (Subpart 2)	14	14	14.0	16
Professional Development (Subpart 3)	25	50	71.5	100
Total (in millions)	$199	$224	$248.0	$296

NABE NEWS Book Reviews

Column Editor: Dr. Beti Leone, Fresno Unified School District, Fresno, CA

Reviewed by Beti Leone, Ph.D.

Juntos: Into the Future: Two-Way Bilingual Immersion at River Glen Elementary School. 1997. Video produced and directed by Jon Silver. Migrant Media Productions, P.O. Box 2048, Freedom, CA 95019. Phone / FAX (831) 728-8949. E-mail:video@migrantmedia.com

This short video about the nationally famous two-way bilingual program at River Glen Elementary School in California is clear, concise, and very informative, showing what the best of bilingual education is all about. There are two versions of the video: one is narrated in English, the other in Spanish. The video itself contains many examples from bilingual classrooms, where teachers and students use both English and Spanish to promote true bilingualism and biliteracy.

The video's director and producer, Jon Silver, of Migrant Media Productions, has created a practical and exciting educational tool that can be used to explain to the public what bilingual education is, to teachers who are planning to begin a two-way program and to other educators and community members who would like to promote the positive benefits of bilingual education.

The model of bilingual education that is exemplified in the *Juntos* video is an additive type of bilingualism where both languages are learned and there is no loss of either one. It also follows a 90/10 model, meaning that kindergarten and first grades use Spanish 90 percent and English 10 percent. Then, in second grade it becomes 80 and 20 percent; in third, it's 70 and 30 percent; in fourth, it's 60 and 40 percent; and in fifth grade, both languages are used on an equal basis, or 50-50.

To highlight the most important aspects of the two-way bilingual program at River Glen Elementary School, the following list of features is included. The video clips that make up the *Juntos* videotape illustrate the outcomes one can expect from quality two-way bilingual education programs:

- Students learn to read and write in both Spanish and English.
- High academic achievement is a goal and a result.
- Cross-cultural understanding is a goal and a result.
- High self-esteem is a goal and a result at River Glen.
- Linguistic excellence (in two languages) is a goal and a result.
- Second languages are taught through academic area instructions.
- Subject matter content is taught in a variety of ways, via sheltered instruction.
- Separation of languages by teachers is part of teacher modeling and helps students develop both languages.
- Varied student groupings provide for more dialogue and interaction, for greater student use and learning of both languages.
- Parental involvement requires about a 6 to 7-year commitment and takes many forms, such as classroom volunteering, at-home help and modeling of the first language at home.

In conclusion, according to the *Juntos* videoscript, the River Glen Two-Way Immersion Program began with the desegregation efforts of San Jose Unified School District and has become a national showcase, exemplifying what is true about bilingual education, according to the most current research: BILINGUAL EDUCATION WORKS WHEN IT IS DONE RIGHT. Results in academic achievement, linguistic excellence, and self-esteem, among many additional positive results, all demonstrate the success of bilingual education. Mr. Silver has provided us with a truly excellent videotape that will serve us exceedingly well in these times of bilingual education bashing by persons in all walks of life, especially politics and education, where the lack of information about bilingual education is often sorely missing. This lack of information can easily weaken bilingual education unless we have a strong tool such as the one reviewed here. Thanks, Jon, for the important video!

Ordering Information

The video can be ordered directly from River Glen Elementary School, at the following address: River Glen Elementary School, Attention: Virginia Ortiz, 1610 Bird Ave., San Jose, California, 95125 or by calling (408) 535-6240, $15 each, send check, no Purchase Orders accepted. (The video is in two versions, English and Spanish.)

Editor's Note: Beti Leone is a teacher, researcher, and writer working in Fresno, California and also the Book Review Column Editor for *NABE News*. She welcomes reviews of both print and non-print materials and is always looking for persons to write reviews.

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Asian/Pacific American Education Concerns
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Filipino Parents with Children in Special Education

by Florence N. Yalung

Results of many studies in special education indicate that reaching out to parents may benefit students with special needs more than direct remediation (Buscaglia, 1993). One means of reaching out to Filipino parents with children in special education is through effective counseling. Filipinos underscore the importance of listening. Listening leads to the understanding of an individual's needs. As one understands and identifies the factors of the problem, service providers will be able to respond more effectively to their clients' needs. Counseling is a helping process toward a better understanding of unique situations, problems, or feelings (Stewart, 1986). A review of related literature, however, showed lack of counseling interventions for Filipinos. The author used her Filipino cultural background to develop a culturally relevant counseling framework for Filipino parents with children with special needs.

This article presents the counseling intervention in two parts. First, the author presents three major characteristics of the attitudes and values of Filipinos: 1) Value of children and child-rearing practices; 2) Filipino attitudes toward education; and 3) Filipino parents' attitudes towards disabilities. The second part provides a brief overview of the counseling intervention. The author concludes with a vignette. In the vignette, she describes her experiences as a state hospital case worker using the current framework while working with a Filipino client.

> ***"Learning is considered more valuable than wealth and other material resources."***

Value of Children and Child-rearing Practices

Filipino parents believe that their most important responsibility is to teach and train their children the principles of filial piety and social courtesy (Hyunh 1987; Sawin 1985). In teaching filial piety, Filipino parents teach their children a sense of responsibility to the extended family. The extended family system is composed of relatives from the mother's side and father's side living together under one roof (Buscaglia, 1983). The notion of filial piety is also common within many Chinese and Vietnamese cultures (Andres, 1989; Hyunh, 1987; Sue and Sue, 1972).

Filipino Attitudes Toward Education

Education is highly valued by Filipinos. Parents often sacrifice and invest their lifetime savings in order to send their children to school. Learning is considered more valuable than wealth and other material success (Andres & Ilada-Andres, 1987; Andres, 1981). In addition, self-worth and self-esteem are measured by one's educational achievements. Educational attainment is tantamount to bringing good name and honor to the family (Dao, 1991). To see their children finish their college degrees is a source of pride and accomplishment among Filipino and Asian parents (Arellano-Carandang, 1987; Dao, 1991). Moreover, the greater the parental education level, the more likely they want to see to the educational needs of children with disabilities (Rodriquez, 1995).

Filipino Parents' Attitudes Towards Disabilities

The birth of a child with a disability has different meanings among Filipinos. The different values could be either favorable or unfavorable. Some may view a child with a disability as a unique phenomenon, one that brings good luck, is a gift from God, and a sign supporting the belief that the family will be spared from other misfortunes (Arellano-Carandang, 1987; Morrow 1987). For the Filipinos, the disabled child is seen as one who will bring good fortune to the family business, and at the same time, as retribution for all sins committed (Arellano-Carandang, 1987; Morrow 1987). Despite the favorable attitude, for many Filipino families accepting that their child has a disability may be very difficult and a heartbreaking experience for them, especially since children and education are sources of pride and accomplishment for the family.

The framework was guided by the author's own experience and based on her belief that a counseling intervention can be effective when parents' reaction to their child's special need is viewed within the context of their cultural values. The framework addresses three factors: 1) the stages of reaction parents go through upon learning that their child has a disability; 2) the cultural values that may be affected and involved during each stage of parental reaction, and 3) the counseling interventions that may be utilized upon con-

CONTINUED ON PAGE 14

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sidering parental reaction vis-a-vis cultural values. Table 1 illustrates the interconnection between stages of parental reaction, cultural values affected, and effective counseling interventions for Filipinos. Within this framework, service providers may come to understand how Filipino parents' cultural values influence each stage of parental reaction upon learning their child has special needs. The framework also accounts for cultural values affecting the counseling intervention practices when providing services for Filipinos. Finally, after addressing the first two factors within the framework, service providers are better able to utilize effective and appropriate counseling interventions.

Strategies for Service Providers

Arellano-Carandang, (1987), Dickman (1989), Morrow (1989), Root, (1985), Salazar-Clemena (1991) and Sue and Sue (1990) found the following four strategies to be successful and are recommended for the use of service providers.

1. Know the values, beliefs, attitudes of parents. Service providers may be more effective when they have a strong knowledge of Filipino parents' beliefs, values, attitudes, and expectations. Service providers can familiarize themselves with the parents' and family's background by establishing rapport and asking non-threatening personal questions. When working with Filipino families, consider the family as the focus (client) not the individual. Incorporate cultural values as a support system for the resolution of the problem (e.g., the *ate, kuya*, sibling subsystem). Consider the parents as resources and partners. Be sincere and sensitive when approaching parents. Allow them to express their feelings and thoughts, even if considered tangential to the matter under discussion. Identify the decision maker in each family.
2. Use the family as the main support system to the counseling situations. The family dynamics counseling is an intervention consistent with Filipinos' values of familism, loyalty and compliance to all wishes of the family members (Arellano-Carandang, 1987; Crystal, 1989; Fernandez, 1988; Kim 1985). Furthermore, the family dynamics approach reinforces a non-blaming attitude towards the family (Kim, 1985). Concepts of family therapy or family

CONTINUED ON PAGE 33

Table 1. Interconnection Between Stages of Parental Reaction, Cultural Values Affected, and Effective Counseling Interventions for Filipinos

Stage of Reaction	Cultural Value Affected	Effective Counseling Interventions
Shock	Value of children	Establish credibility and trust
Denial or Guilt Stage	Value of children, *Amor Propio* (Self Pride), *Hiya* (Shame), Familism, Fatalism	Establish credibility and trust Directive Counseling Family Therapy
Anger	Pakikisama or Smooth Interpersonal Relationship (SIR)	Establish credibility and trust Indirect Counseling
Grief or Depression Stage	Value of children, *Amor* Propio, Hiya, Familism, Fatalism	Establish credibility and trust Directive Counseling Family Therapy
Acceptance or Bargaining Stage	Value of education	Establish credibility and trust Direct Counseling

Resources For Bilingual Educators

Bilingual Accommodations for Limited English Proficient Students on Statewide Reading Tests: Phase I. This publication is part of the State Assessment Series, Minnesota Report 20 published by the Minnesota Department of Children, Families, and Learning. The authors of this report examine factors relevant to testing issues (translation use, idiomatic English, literacy in student's first language, social factors). They describe a piloting of accommodations made for LEP students taking state mandated tests and provide recommendations for action. Contact The National Center on Educational Outcomes, University of Minnesota, 350 Elliot Hall, 75 East River Road, Minneapolis, MN 55455 or call (612) 626-1530.

Bridges Across the World: A Multicultural Songfest. This multicultural songfest is published by High Haven Music and contains a vibrant collection of 30 original and traditional multicultural songs by author/composer Sarah Barchas accompanied by the *De Colores* Choir. The songs, appropriate for grades K-6, focus on valuing diversity, richness of traditional folksongs, and learning words in different languages through song. The material is available in cassette or compact disk and is accompanied by a 60-page resource book that contains illustrated song lyrics, a language appendix and bibliographies. Cassette with book-ISBN: 1-889686-13-1, $14.98; compact disk with book-ISBN: 1-889686-14-X, $16.98. To order call (520) 455-5769 or write: High Haven Music, P.O. Box 246, Sonoita, AZ 85637-0246.

Education and Care: Early Childhood Programs and Services for Low-Income Families. This Government Accounting Office (GAO) Report (GAO/HEHS-00-11) notes that the federal government spent about $11 billion in FY 1999 directly on early childhood care and education programs for low-income children through a range of programs. State Departments of Education, in turn, spent about $4 billion. These include Head Start, I.D.E.A. pre-school grants and Title I, Part A. The GAO concluded that some of these programs need more support, while others are doing relatively well in terms of their availability to the public. For details, see the GAO's 33 page report, *Education and Care: Early Childhood Programs and Services for Low-Income Families*, available on their Web site <http://www.gao.gov/new.items/he00011.pdf>.

On Reconceptualizing Continuing Professional Development: A Framework for Planning. This On Point Series publication distinguishes between staff and professional development, provides three considerations for planning for both, and outlines eight principles for creating ownership through job-linked and job-embedded professional development. Materials are available in sets of 10 for $15.00 (plus shipping and handling). Order forms may be obtained from the Web site of the National Institute for Urban School Improvement <http://www.edc.org/urban> or by calling Paulomi Dave at (617) 618-2105.

Program Alternatives for Linguistically Diverse Students. This Educational Practice Report is part of a series of reports published by CREDE, the Center for Research on Education, Diversity & Excellence. Edited by Fred Genesee, it addresses policymakers and administrators. The report sets out the goals of four program alternatives for English language learners: newcomer programs, transitional bilingual education, developmental bilingual education, and two-way immersion. Available for $5.00 from: CAL/CREDE, 4646 40th Street NW, Washington, DC 20016. Include 10% for shipping. Visit the Web site <www.cal.org/crede> to learn about other publications.

Two-Way Bilingual Immersion Programs in the United States, 1998-1999. This 97-page supplement contains 31 new profiles from the 1998-1999 school year. Together the directory and the three supplements contain profiles of 261 programs in 23 states plus the District of Columbia. Purchase price is $8.00 plus 10% shipping. Send checks or purchase order payable to CAL/CREDE, 4646 40th Street NW, Washington, DC 20016. For other titles, visit <www.cal.org/crede>.

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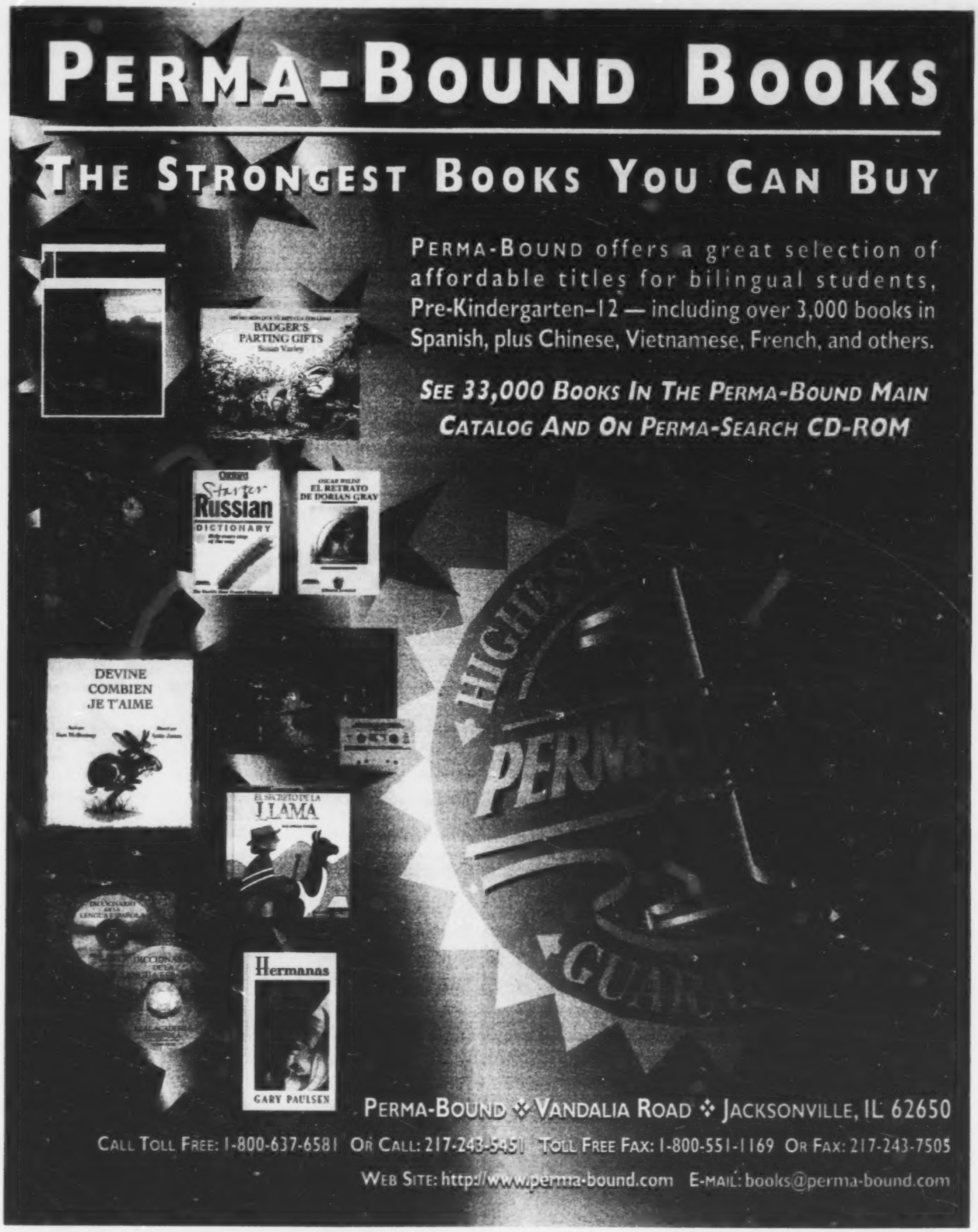
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THEORY AND PRACTICE

CONTINUED FROM PAGE 7

discussion of program comparisons, while it seems clear that bilingual education is the ideal model, the more important question is, Given the resources available at a particular school site, what are the best services we can provide to those students at that time? Perhaps the best we can do at the present time is try to incorporate some of the advantages of DL immersion into other programs. While not all students are in DL programs, teachers can be prepared to fully engage all their students by ensuring that the culture of each student is represented in the curriculum and by inviting and encouraging all students to bring something of themselves into the classroom. Through emphasizing the value of multiculturalism and diversity, especially when it is already present in the classroom, instruction can be improved for all students regardless of program type.

> ***...the emphasis shifts away from a deficit approach toward a resource approach, where all students have something that is valuable and can be shared to benefit others.***

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CONTINUED ON PAGE 18

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Editor's Note: Kellie Rolstad teaches courses on language diversity, multicultural education, and language arts. Her interests include two-way immersion programs, bilingual curriculum development, and sociolinguistics. She can be reached at <rolstad@asu.edu> to request reprint permission.

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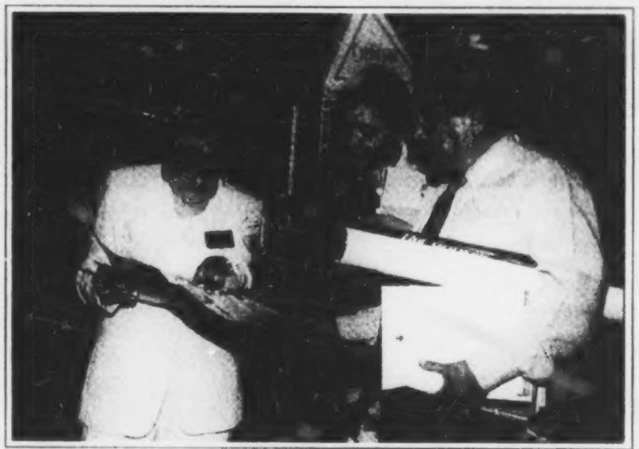

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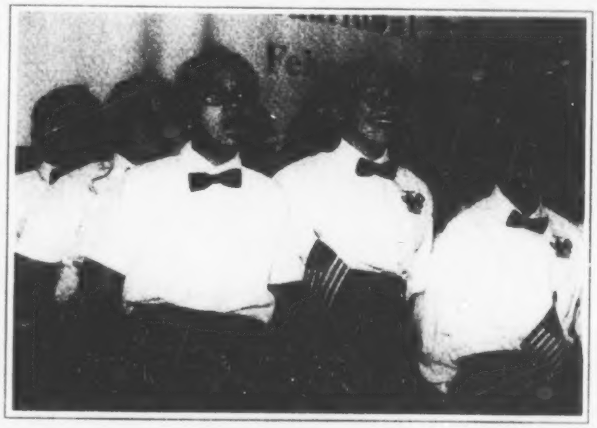
MESSAGE FROM THE PRESIDENT

CONTINUED FROM PAGE 3

We must work to educate the public on what bilingual education IS and what it is NOT. Begin today to dispel the twisted myths regarding our children and our programs. It is time America understood that bilingual education IS about academic excellence and that children whose first language is one other than English are NOT language-deficient. They are language-endowed! Bilingual education is instruction in two or more languages, one of which is English. It promotes high standards of thinking and knowledge in the curriculum — it is a program of excellence. It is also for the gifted and talented. It is also for students whose first language is English.

Only in our country is proficiency in one language considered educational excellence. Most countries define educational "excellence" as mastery of the national language, mastery of academic content AND mastery of a second, third or even a fourth language. The word transition is not part of their vocabulary. This is not a NABE issue or bilingual education issue. Limited-English proficient children make up a huge part of our future, and they are the responsibility of our entire nation. Giving every child a chance to learn at least two languages is a NATIONAL issue! To simply say that it is up to parents to teach children the native language and schools to teach English is to make a mockery both of a humanistic education and the education of a citizen who is expected to work by national design in a global environment.

As you know, some school districts have been moving toward establishing minimalistic time limits on enrollment in bilingual programs. School board members, administrators and parents are asking similar questions: "How fast can they learn English? How quickly can they be mainstreamed? How soon can we drop the use of the first language?" This "speed trap" approach is absurd! These are the wrong questions to ask. Instead, we must insist that ALL children should have the option of attending programs that respect full bilingualism, not just strive towards transition.



The Lamplighters set hearts aflame through a song at one of NABE's plenary sessions.

Let it be clear…bilingual education programs MUST be designed and implemented not just for children whose first language is Spanish, but for children whose mother tongue is Russian or Armenian…Tagalog or Hmong, Haitian, Arabic, and Chinese. These are ALL our children. Each one of them is precious, and we must ensure that they receive the best education possible.

We have some great examples where the bilingual ideal is gloriously demonstrated. Look at Alicia Chacon International School in the Ysleta District in El Paso, Texas, for example. There, educational excellence is defined as English acquisition, mastery of academic content, and mastery of a second and third language for ALL children. All children attending Alicia Chacon School learn English and Spanish and choose a third language to learn, either Japanese, Chinese, Russian or German. The district is expanding this model into all of its 33 elementary schools and moving up into the middle and high schools, making it a kindergarten to twelfth grade bilingual experience. Other two-way programs exist in Calexico, Boston, New York, and Miami.

What else do we need to do? We have achieved a remarkable record of success, but it is largely a secret to the American (U. S.) public. It is our responsibility to tell our success stories to the public. Together we must identify and recognize exemplary programs of bilingual education throughout the nation. Over the next year NABE will be publishing a special issue of the newsletter, setting up a dedicated Web site, and publishing the results of the Portraits of Success project. These are all tools that you can use to inform us about your stories. You can talk about the successes of bilingual programs to parents, teachers, principals, legislators and to children. But together we can do more. State and local affiliates can publish their own success stories as well. If we are to improve the image of bilingual education, it is essential that we tell our stories—in many tongues and with one voice.

To be one in purpose, we must also strengthen our partnerships with other organizations, and build new ones. We must work closely with our executive director to reach out to the leaders of professional associations like the American Educational Research Association, the International Reading Association, and the National Association for the Education of Young Children. We must reach out to the leaders of The National Council of Teacher of English, TESOL, The National Council of Teachers of Mathematics, National Council of Social Studies, and The National Council of Science Teachers. We must present in our local, state and national conferences.

I pledge to do my part. And, I challenge you to do the same in your city and your state. I challenge you to be one in purpose!

One in Voice: Changing Society

Finally, I challenge us to be one in voice. One in voice is about changing society. It's about political activism and advocacy. It's about courage and determination. It's about social and political activism. It's about crying out against monolingualism. It's about demanding that our legislators and our president act responsibly and be consistent with the very immigration policies they have enacted. If our legislators and our president say that America is a multilingual society, with one dominant group in the very near future, then we must insist that they act responsibly. If within just 10 years there will be no majority race in California and if in a little more than 50 years there will be no majority race in America, people cannot continue to insist upon one dominant language. We have to insist on bilingualism, on multilingualism. Anything less is tantamount to racism.

We must be ready to provide testimony before Congress and state and local bodies. We must influence legislation at all levels. Write letters, send e-mails, and make telephone calls to our elected officials. Each one of us has an important role to play in this effort. Attendees at NABE 2000, I've said it before…take up your pens and write! Don't be one of those people who intends to write, but doesn't do it. It could be costly to our children!

When it's time to go to the polls, we have TREMENDOUS power! We CAN be a voice at election time. We MUST know which candidates support a multicultural society, and hold them accountable. All leaders in our nation must have it clear…any visionary education policy will have bilingual education as a centerpiece. Our nation's demographics and those of us who care about our kids demand it!

One in voice is about changing society. It's about building a community where our children's minds can grow. It's about things happening BECAUSE of us, instead of TO us! It's about running for local school boards and office, so our children's needs are heard.

One in voice is also about recruitment and retention of NABE members. It's about joining and about getting others to join our organization. I challenge every single one of you to join NABE — for life! We must be 20, 30, 40, 50,000 strong, for with our numbers comes our viability. I ask each one of you to set a goal for yourself. Today, now, right now, make a commitment to recruit at least one NABE member every month. Stop at the NABE booth and pick up 12 applications, one for each month. And, don't stop until all are gone. Set this goal for yourselves. Recruit another teacher, another parent, another university professor, and another school administrator.

Executive Board President, Josefina Villamil Tinajero, and the Education Advisor to the Spanish Embassy, Gonzalo Gomez-Decal, sign a memorandun of undersatnding between the Association and the Government of Spain at NABE 2000.

Our closing gala will kick off the beginning of NABE's 25th year as an organization. Ours will be a year-long celebration, beginning with the closing gala on Saturday and culminating in Phoenix, Arizona at NABE 2001. In one voice we must move ahead, and we must make that voice stronger. Our goal for next year is twenty-five—twice the size! LET'S DOUBLE OUR MEMBERSHIP! Twenty-five — twice the size! When you see each other, when we greet each other greet with, "twenty-five — twice the size". Then make plans to travel to Phoenix and help us celebrate a quarter century of achievements in a NABE family teeming with new members.

Of course, a larger NABE alone does not success make. If we are not working together, we let possibility turn to lost chance. For too long, some of us have been standing still on some of our most pressing organizational priorities.

We begin the new century with close to seven thousand people in attendance at this conference, NABE's largest conference ever! The lessons of this organization—and the lessons of the last two and a half years of my presidency—is that great goals are reached step by step, always building on our progress, always gaining ground, always staying focused on our goals, always moving our agenda forward. So let's begin again today…TOGETHER!

CONTINUED ON PAGE 34

Teachers College
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BUILDING A LEARNING TRADITION
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Join our Team for Exciting Opportunities in Spanish Bilingual/ESL Instruction!

High School Positions

- *Physical Science/Biology*
- *Social Studies*
- *Language Arts (2 positions)*

These positions require high school ESL certification and bilingual certification in the subject areas.

Elementary Positions

- *Elementary (4 positions)*
- *Pre-School*

These positions require regular elementary or preschool certification and bilingual certification

- *Kindergarten, Grade 1 & 2 (these regular teaching positions do not require bilingual certification.)*

Candidates must have **strong** Spanish language skills.
To request an application call: (920) 448-3582.

For additional information, contact:
Fay Boerschinger, ESL/Bilingual Coordinator
Green Bay Area Public Schools
Phone: (920) 448-02051, Fax: (920) 448-3562
Email: <fboersch@greenbay.k12.wi.us> or visit our Web site at <http://www.greenbay.k12.wi.us>.

Special Education/ESL Research Assistant Professor

(Three Year Contract)

Requirements include an earned Doctorate in Education or a related discipline with completion of all requirements for the degree by August 21, 2000, a record of potential for scholarly activity, teaching experience with culturally and linguistically diverse children including those with special needs, and evidence of proposal writing skills or successful grant development.

Experience in professional development schools, teacher training, building and maintaining community partnerships and clinical supervision related to culturally and linguistically diverse children both with and without special needs is preferred. Responsibilities include: supervision of degree candidates, curriculum development at the program level, and the development of a relevant program of research.

This three-year position will support a five-year teacher and personnel training grant awarded by the Office of Bilingual Education and Minority Language Affairs.

Review of applications will begin February 28, 2000 and will continue until the position is filled. Renewal is contingent on continued external funding.

Interested candidates should send a letter of application, a curriculum vita, official academic transcripts, an example of scholarly productivity, and three letters of recommendation to:

Dr. Amy Mazur
Program Coordinator, Bilingual Special Education
Graduate School of Education and Human Development
The George Washington University
2134 G Street, NW
Washington, DC 20052

For additional information call: 202-994-1511
The GW University is an Equal Opportunity/
Affirmative Action Employer

The President's FY 2001 Proposed Budget Supports Children and Youth

by Patricia Loera, Esq.

NABE and the Committee for Education Funding, a non-partisan coalition of ninety-five organizations reflecting the broad spectrum of the education community, applauds President Clinton's historic $4.5 billion (12.6%) overall budget increase in his FY2001 Budget Request.

This budget makes education a top budget priority and takes critical steps to improve and expand educational opportunities for America's children, youth, and adults. It reflects the important role of education in the overall fiscal health and competitiveness of the nation's economy as well as its high priority with the American people.

NABE is especially supportive of the following increases:

- ***Proposing the Largest Head Start Expansion in History.*** The President's budget increases funding for Head Start by $1 billion — the largest funding increase ever proposed for the program — to provide Head Start and Early Head Start to approximately 950,000 children.
- ***Universal After-School for Students Most in Need.*** The President proposes to invest $1 billion in the 21st Century Community Learning Centers program to help ensure that every child has extended learning opportunities in the after-school and summertime hours.
- ***Helping Poor Children Achieve to High Standards.*** The President will propose an increase of $416 million for Title I.
- ***Class Size Reduction.*** The President's budget request reflects his commitment to reduce class size in the early grades by staying on a path to hiring 100,000 high-quality teachers by 2005. The Administration's FY2001 budget will boost funding for this initiative to $1.75 billion, an increase of $450 million over current levels— enough to fund about 49,000 teachers, nearly half way to our long-term goal.

Components of Proposed Budget

Teaching to High Standards. This initiative is a new $1 billion teacher quality plan to recruit, train and reward good teachers. The Teaching to High Standards Initiative will award grants to states and districts to fund high-quality, standards-based professional development for teachers. It also includes several new proposals:

- ***Higher Standards-Higher Pay for Teachers.*** This $50 million initiative will award grants to high-poverty school districts to help them attract and retain high-quality teachers through better pay and higher standards. Participating teachers would receive immediate pay increases; some would receive additional raises for exceptional work.
- ***Teacher Quality Rewards.*** This $50 million program will reward school districts that have made exceptional progress in reducing the number of uncertified teachers and out-of-field teachers. The President has proposed requiring states to ensure that 95 percent of teachers are certified and 95 percent of secondary teachers are teaching within field by 2004.
- ***Hometown Teacher Recruitment.*** This $75 million program would make students aware of the opportunities available in the teaching profession; provide mentoring and teaching experiences as they progress through school; and provide financial assistance for students who pursue bachelor's degrees with the goal of teaching in high-need communities after graduation.
- ***Transition to Teaching.*** This $25 million initiative will build on the success of the Department of Defense's Troops to Teachers program by recruiting and preparing talented mid-career professionals from diverse fields to become teachers in high-need subject areas and high-need schools.

School Leaders Initiative. This $40 million program will fund non-profit partnerships designed to recruit, prepare, and provide professional development for superintendents and principals, and other school leaders to bolster capacity to lead high-performing schools. Funding would support approximately 20 centers and 10,000 school leaders.

Early Childhood Educator Professional Development. This $30 million competitive grant program will fund partnerships to help early childhood educators in high-poverty communities obtain high-quality professional development, and improve their capacity to work with young children, particularly on the language and literacy skills that are the foundation for academic advancement.

Charter Schools. The President's budget will increase funding for charter schools by $30 million dollars from $145 million to $175 million. Charter schools are public schools that are open to all and allowed much flexibility in exchange for agreeing to meet defined goals for student performance. With 1,700 charter schools now in operation, this funding will help reach the President's goal of 3,000 charter schools by 2002.

CONTINUED ON PAGE 26

BUDGET SUPPORTS CHILDREN

CONTINUED FROM PAGE 25

NEA Senior Professional Associate, Isabel Garcia, and NABE Legislative Director, Paticia Loera, collect letters to Members of Congress in support of Bilingual Education from NABE 2000 attendees.

College Test Preparation for Low-Income Students. This $10 million initiative will provide rigorous SAT/ACT college preparation programs to low-income students. Competitive grants would be given to partnerships that would provide college preparatory services to college-bound students.

Challenging Coursework Online. This $10 million initiative will support the development of high quality, Web-based Advanced Placement, second language learning, and other challenging courses. The program will provide grants of up to three years to partnerships for research, development and evaluation of innovative technologies that can help provide high-quality learning experiences for all students no matter where their school is located.

School Construction and Modernization. President Clinton is renewing his commitment to his School Modernization Bonds by proposing $24.8 billion in tax credit bonds over two years to modernize up to 6,000 schools. Within this $24.8 billion program, $2.4 billion is reserved for Qualified Zone Academy Bonds. In addition, the budget includes a new $1.3 billion urgent/emergency school renovation loan and grant proposal. This proposal would cost $8 billion over 10 years.

GEAR UP. GEAR UP is a nationwide initiative to encourage more disadvantaged young people to have high expectations, stay in school, study hard, and take the right courses to enroll and succeed in college. The FY2001 budget provides a 62.5% increase to $325 million, enough to provide services to 1.4 million students.

TRIO. The TRIO programs seek to motivate and prepare students to enroll and stay in college. The FY2001 budget provides $725 million for TRIO, an increase of $80 million to help provide assistance to over 760,000 students, 37,000 more than in 2000.

College Completion Challenge Grants. The FY2001 budget creates a new initiative within the TRIO program called College Completion Challenge Grants (CCCG). Although college enrollment rates have risen, 37 percent of students that go on to post-secondary school drop out before they get a certificate or a degree. The problem is especially acute for minorities: 29 percent of African Americans and 31 percent of Hispanics drop out of college after less than one year, compared to 18 percent of whites. The CCCG program is designed to address this problem with a comprehensive approach including pre-freshman summer programs, support services and increased grant aid to students. This $35 million initiative will improve the chances of success for nearly 18,000 students.

Youth Opportunity Grants and Youth Training Formula Grants. These competitive grants provide comprehensive employment and training assistance to youth, primarily out-of-school youth in high poverty areas. The President's FY 2001 budget provides a 50 percent increase in funding to $375 million, enough to serve 85,000 youth in high poverty areas. In addition, the FY2001 budget provides a

CONTINUED ON PAGE 36

NABE thanks all the members who spoke out for bilingual education at NABE 2000, by writing letters to their United States Senators and the President of the United States.

Members stopped by NABE's Advocacy Booth and wrote close to 2,000 letters to Congress. Your individual messages will help immensely in our efforts to educate congressional leaders and demonstrate the strong support that exists throughout our nation for bilingual education. This is especially timely as the Senate is expected to vote on the Elementary and Secondary Education Act this March or April.

A drawing for a free round-trip ticket to travel anywhere in the U.S. was held on Saturday, February 18, 2000. Congratulations to the lucky winner, *Evangelina Marquez* of Las Cruces, New Mexico. Ms. Marquez is an elementary teacher with Las Cruces School District #2.

Senate Moves ESEA Bill through Committee

NABE Supports Chairman Jeffords' Bilingual Education Proposal

by Patricia Loera, Esq.

On March 1, 2000, the Senate Health, Education, Labor and Pensions (H.E.L.P.) Committee began formal consideration of the Elementary and Secondary Education Act (ESEA) reauthorization bill. Chairman Jeffords (R-VT) introduced S.2, The Educational Opportunities Act, as a single, comprehensive bill reauthorizing the ESEA. This measure reauthorizes all the major federal education programs including Title I, the cornerstone of federal support for poor and academically at-risk children and Title VII, the Bilingual Education Act.

Chairman Jeffords' proposal for the Bilingual Education Act included in S.2 incorporates many of NABE's legislative recommendations for continued federal support and leadership to ensure that LEP children receive a quality education. Chairman Jeffords' proposal continues federal policy requiring schools enable LEP students to achieve to high academic standards while also developing their ability to understand, speak, read and write English at the same level as native English speakers. The proposal continues support for federal bilingual education programs that promote dual language development for all children, regardless of their native language. NABE was very pleased to see included in the proposal continued support for recruiting and training bilingual/ESL certified teachers.

The proposal includes strong accountability provisions — requiring schools to test LEP children with English language proficiency tests on an annual basis to monitor student progress in learning English. The proposal would now require Title VII grantees to conduct an annual, rather than biennial, evaluation to help hold projects accountable and determine the extent to which these students are achieving to state academic standards.

The proposal included **new provisions** giving priority to schools that experience a dramatic increase in the number or percentage of LEP students and have limited or no experience in serving LEP students. This priority for applicants will help schools in areas like Rogers, Arkansas or Dalton, Georgia create effective instructional programs for the LEP students. Unfortunately, the proposal included a new priority for school districts that have a total district enrollment of 10,000 or less. Since this new priority may adversely impact school districts that enroll large numbers of LEP children, NABE is supporting an amendment introduced by Senator Reed to continue the priority for school districts enrolling large numbers or percentages of LEP students.

While the proposal did consolidate two important instructional services programs, we believe the changes will not result in any loss of authorized activities. While the Program Development and Implementation Grants were repealed at the recommendation of the Administration, the purposes of this initiative have been woven into the Program Enhancement Projects. In addition, the Comprehensive School and Systemwide Improvement Grants, two separate programs under current law, were combined into one grant program. Grantees who received funds prior to the date of enactment of this bill will continue to be funded for the duration of their grants under the terms of current law.

Chairman Jeffords' proposal **repealed** several provisions in current law. For example, the proposal deleted all the findings included in current law but expanded the section outlining the purpose of Title VII. Moreover, the proposal deleted the current twenty-five percent limitation for funding special alternative instructional programs (SAIP). The pro-

CONTINUED ON PAGE 34

How to Contact Your U.S. Senator

If you wish to be connected with your Senator in Washington, DC by telephone, you may reach the Senate Operator at (202) 224-3121, and ask to be connected.

If you wish to write your Senator, the address is:
Honorable ________________
U.S. Senate
Washington, DC 20510

If you wish to contact your Congressional representatives electronically, you may do so on the Internet at: <http://www.senate.gov/contacting/index.cfm>

Summary of Changes to Title VII, The Bilingual Education Act

Findings: All the findings regarding LEP children were deleted.

Purpose: The purpose of Title VII was modified to include helping LEP children master English and meet the same rigorous state standards.

Funding: $300 million has been authorized for fiscal year 2001.

Program Development and Implementation Grants: This program has been repealed and the purposes of this initiative have been woven into other programs under this subpart.

Program Enhancement Projects: The uses of funds section has been modified. Grants will be used for: developing, implementing, expanding, or enhancing comprehensive preschool, elementary, or secondary education programs for LEP children and youth; providing high quality professional development; and annually assessing the English proficiency of all limited English proficient students.

Comprehensive School and Systemwide Improvement Grants: The bill combines both programs into one grant program. Grants awarded under this section will be used for: improving instructional programs for LEP students; training school personnel and community-based organization personnel to improve the instruction and assessment of LEP students; implementing family education or parent outreach programs; annually assessing the English proficiency of all LEP students; and developing or improving accountability systems to monitor the academic progress of LEP students. Grantees who received funds prior to the date of enactment of this bill will continue to be funded for the duration of their grants under the terms of current law. One-third of the grants awarded under this section will be awarded to school districts and two-thirds will be used for school activities.

Priority for All Subpart 1 Grants (Bilingual Education Capacity and Demonstration Grants): In awarding grants, the Secretary shall give priority to an applicant who:

- experiences a dramatic increase in the number or percentage of limited English proficient students enrolled in the applicant's program and has limited or no experience in serving limited English proficient students;
- is a local educational agency that serves a school district with total enrollment that is less than 10,000 students;
- demonstrates that the applicant has a proven record of success in helping limited English proficient students;
- proposes programs that provide for the development of bilingual proficiency both in English and another language for all participating students; or
- serves a school district in which a large percentage of limited English proficient students is enrolled.

75/25 SAIP limitation: The 25 percent limitation for special alternative programs has been deleted.

State Grant Program: The State grant program assists local educational agencies with program design, capacity building, assessment of student performance, and program evaluation. The bill increases the minimum funding level from $100,000 to $200,000.

Evaluation of Programs: Evaluations will be annual. Grantees must report many characteristics of the students served and will have to track the academic achievement of LEP children after they have been exited from specialized services.

Part B: Foreign Language Assistance: Incentive payments are authorized as well for schools that offer programs designed to lead to communicative competency in a foreign language. Adds provisions giving special consideration to grant applications which make effective use of technology, promote innovative activities, or are carried out through a consortium including the grantee and an elementary or secondary school.

Part C: Emergency Immigrant Education: The fiscal year 2001 authorization level is $200 million.

NABE 2001

A Call for Papers and Presentations For NABE 2001

The 30th Annual Conference of the National Association for Bilingual Education will be held February 20-24, 2001, at the Phoenix Convention Center in Phoenix, Arizona. In addition to inviting nationally and internationally recognized keynote and major speakers, NABE is soliciting presentations from the field for concurrent sessions.

The NABE selection process will consider presentations related to research and practice in bilingual education (native language and ESL) in several areas — including pedagogy, curriculum, assessment staff development, parental involvement and administration of programs. Furthermore, we encourage collaborative presentations that include universities and school districts, and teachers/professors and students. A panel of independent readers will be organized to rate the quality of the proposals.

NABE will consider some of the accepted proposals for integration into the half-day and full-day special interest institutes that it offers, e.g., gifted and talented, early childhood, research and evaluation, and special education.

The following represent priority topics of interest for the 2001 Call for Proposals:

ACCOUNTABILITY — Issues and solutions in standards based accountability, statewide assessment practices, inclusion and accommodation for LEP students, high-stakes testing.

ACADEMIC ENRICHMENT — Models, methods and materials for a world-class education, including accessibility to technology, advanced placement courses, magnet schools, mathematics and science course links.

DUAL LANGUAGE — Models, methods and materials for bilingual education programs with the goal of full bilingualism, including community outreach efforts and staff development.

LITERACY DEVELOPMENT — Programs for early literacy, initial literacy in the native language, use of children's literature in bilingual/multicultural classrooms, literacy development in a second language.

LEADERSHIP IN BILINGUAL EDUCATION — Examples of successful programs, innovations, community initiatives, reaching out to broader audiences, and re-framing bilingual education in the public eye.

LOW INCIDENCE POPULATIONS — Solutions to designing and delivering programs for limited English proficient students present in small numbers at the campus or school district level and/or serving recently arrived language groups (special interest in programs using languages other than Spanish).

TEACHER RECRUITMENT AND PREPARATION — Programs that address the critical shortage of bilingual teachers, including growing your own, exchange agreements with other countries, and staff development issues related to developing knowledge, sensitivity and skills for working with language-minority students.

PLEASE NOTE:	**To avoid scheduling conflicts and to achieve broad participation in the conference, NABE will accept no more than two presentations per person.**

NABE 2001

Proposal Preparation Guidelines

1. **PROPOSAL FORM** (attached): Submit THREE (3) copies with all items completed and proofread for publication in program.

2. **ABSTRACT**: Submit THREE (3) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have NO author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. **At the top of the page, state the title/topic of the presentation and the type of session.**

> **NOTE**: In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate type of presentation should be selected.

3. NABE will accept and schedule no more than two (2) presentations per person.

4. For presentations in languages other than English, the title and the 50-word description should be in the language of the presentation, but the abstract must be in English.

5. Conference registration material is automatically sent to current NABE members. If any proposed presenter is not a current NABE member, please attach a list of name(s) and mailing address(es).

6. **POSTCARD**: Enclose a self-addressed stamped postcard to receive acknowledgment of receipt of your proposal or check NABE's Web site at <http//www.nabe.org/>.

7. Submit all proposals to:

NABE 2001 PROGRAM COMMITTEE
NABE National Office
1220 L Street, NW, Suite 605
Washington, DC 20005-4018
(202) 898-1829

ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN MAY 29, 2000.

Notification of acceptance or rejection will be sent by October 15, 2000.

Types of Presentations

WORKSHOPS (2 Hours): Intensive sessions in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Workshops MUST provide participants with the opportunity to actively participate. Emphasis is on providing hands-on experiences. Typically there is little lecturing; the workshop leader structures the activity and guides the work of the participants. The abstract should include the goal of the workshop, a summary of the theoretical background, and a description of activities to be conducted during the workshop.

RESEARCH PAPERS (45 Minutes): A description and/or discussion of research relating to the theory or practice of bilingual education and the development of bilingualism. Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature, policy studies, well-documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. The abstract should include the main premise of the paper, a summary of supporting evidence, and the conclusion. Presenters are encouraged to use handouts and audio-visual aids and to present a summary rather than reading a prepared text.

DEMONSTRATIONS (75 Minutes): Presentations which show a specific teaching or testing technique and/or materials. After a brief description underlying theory, the session is devoted to demonstrating how something is done. Presenters are encouraged to use handouts and audio-visual aids and actively involve participants. The abstract should include an explanation of the purpose of the demonstration and a description of what will be demonstrated and how it will be done.

DESCRIPTIVE REPORTS (45 Minutes): A description and/or discussion of something the presenter is doing or has done relating to the theory or practice of bilingual education. Presentations describe, as opposed to demonstrate, how something was done. Descriptions of program design and implementation; policies and procedures; and teacher preparation and development are among the suitable topics for Descriptive Reports. Time should be allotted for audience questions and discussion. The abstract should include description of the topic to be covered.

SYMPOSIA (2 Hours): Panel presentations which provide a forum for a group of scholars, teachers, administrators, politicians, or business and government representatives to discuss specific pedagogical, policy, or research issues from a variety of perspectives with alternative solutions presented. Symposia allow for large group settings. The abstract should include a description of the topic, along with the names, titles, affiliations and specific contributions to the symposium of each of the presenters. The symposium should provide sufficient time for presentation and discussion.

General Policies

1. The Program Committee will select presentations based on the quality of the proposal, as well as the need for ethnolinguistic, geographic, and topic representation in the program.

2. It is the responsibility of presenter(s) to appear at the NABE Conference and make the agreed upon presentation. If unforeseen circumstances arise which prevent the presenter(s) from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to the NABE 2001 Program Committee.

3. ALL PRESENTERS WILL BE REQUIRED TO REGISTER FOR THE NABE CONFERENCE. There will be NO complimentary registration for presenters nor will any honoraria be paid to presenters.

4. All meeting rooms will be equipped with an overhead projector and screen. Other audio-visual equipment may be rented through NABE by indicating equipment needed on the proposal form. Payment must be made to NABE prior to the conference.

5. Publishers and commercial developers of educational materials wishing to make presentations must be NABE 2001 Exhibitors or Sponsors in order to be considered for inclusion on the program. Commercial session slots are allotted on the basis of sponsorship level.

6. Only proposals which conform to all the requirements stated in this Call for Papers will be considered. Severe constraints on time and funds do not allow for follow-up calls or correspondence. Presenters should READ INSTRUCTIONS CAREFULLY and follow them exactly.

7. NABE reserves the right to edit material for the conference program, including presentation titles and descriptions.

8. NABE reserves the right to videotape, audiotape, and/or publish conference presentations and sell such products. Submission of a proposal for presentation indicates the presenter's permission to do so without further written approval.

NABE 2001 Presentation Proposal Form

POSTMARK DEADLINE: MAY 29, 2000
PLEASE TYPE OR PRINT CAREFULLY - COMPLETE BOTH SIDES OF THIS FORM

A. TITLE: ____________________
(limited to 15 words)

B.

	NAME OF PRESENTER		ORGANIZATION	STATE	Member?	
	First	Last			Yes	No
1.						
2.						
3.						
4.						
5.						

* NOTE: LISTING MORE THAN 3 PRESENTERS IS ACCEPTABLE ONLY FOR 2-HOUR SESSIONS

C. DESCRIPTION — 50-WORD DESCRIPTION FOR PUBLICATION IN THE PROGRAM:
(DESCRIPTIONS LONGER THAN 50 WORDS WILL BE EDITED - PLEASE USE PRESENT TENSE)

D. PLACE AN "X" BEFORE THE TYPE OF PRESENTATION SUBMITTED:

[ ] DESCRIPTIVE REPORT (45 minutes)
[ ] DEMONSTRATION (75 minutes)
[ ] RESEARCH PAPER (45 minutes)
[ ] SYMPOSIUM (2 hours)
[ ] WORKSHOP (2 hours)

E. LANGUAGE(S) OF PRESENTATION: ____________________

F. LANGUAGE GROUP(S) COVERED IN THE PRESENTATION:

[ ] All Language Groups
[ ] Some Language Groups (specify): ____________________
[ ] One Language Group (specify): ____________________

(COMPLETE OTHER SIDE)

NABE 2001 Presentation Proposal Form

G. **GRADE LEVEL (circle as many as apply)**

Pre-K K 1 2 3 4 5 6 7 8 9 10 1 12 College Adult All

H. **AUDIO-VISUAL EQUIPMENT ORDER:** All rooms will be equipped with an **overhead projector and screen** at no cost. Presenters needing other AV equipment must indicate on this form and submit payment prior to the conference. Requests for equipment made after May 29, 2000, cannot be guaranteed and may be charged at a higher rate.

NOTE: NABE is no longer offering rental computer systems for use in presentations; if you need to use a computer as part of your presentation, you must bring one or personally make arrangements to rent one in Phoenix.

- [ ] VCR/Monitor ($55)
- [ ] Flip Chart ($20)
- [ ] Slide Projector ($30)
- [ ] High-speed direct connection to Internet ($225)
- [ ] Other: (Specify - Information on price will be included with acceptance letter):
- [ ] CD Player ($40)
- [ ] Audio Cassette Player ($25)
- [ ] LCD Data Projector ONLY ($55)

I. **CONTACT PERSON** (Mailing address of presenter to whom all correspondence should be sent): Print telephone number where you can be reached during the summer months.

First name: ______________ Last name: ______________

Affiliation: ______________

Street: ______________

City: ______________ State: ______ Zip: ______

Work Telephone: ( ) ______________ Home Telephone ( ) ______________

Fax: ( ) ______________ E-mail: ______________

REMEMBER TO:

submit three (3) copies of your presentation abstract *AND* attach a list of mailing addresses for those presenters who are *NOT* current members of NABE.

RETURN PROPOSALS POSTMARKED NO LATER THAN ***MAY 29, 2000*** TO:

NABE 2001 PROGRAM COMMITTEE
1220 L STREET, NW, SUITE 605, WASHINGTON, DC 20005-4018

182

ASIAN/PACIFIC AMERICANS

CONTINUED FROM PAGE 13

dynamics counseling include focusing on the family as the client and not the individual; examining pre-present living unit; deciphering the power in the family; harnessing all existing resources within the family; and, knowing the roles of each family member (Arellano-Carandang, 1987; Quisumbing, 1994; Kelley, 1995).

3. Establish your credibility as the professional in the counseling relationship. Sue and Zane (1987) emphasize that in the initial conference an authority figure, as opposed to an egalitarian service provider, is more consistent with the helper-helpee relationship for Filipino Americans. This finding is congruent with many Asian cultures' respect for persons with expertise and their status consciousness. Counseling was effective when service providers capitalized on the authority and respect vested upon them by Asians as professional and experts (Ho, 1976).
4. Use the directive counseling as the main counseling approach. The directive approach in counseling was found appropriate for many Filipinos. This approach relates to their cultural expectation of receiving directives from people of authority or expertise (Kim, 1985). A directive approach that stresses humanistic attitudes also appears to work with Filipinos and Asians (Hó, 1976; Sue & Sue, 1990; Chao, 1995). When using the directive approach to counseling, the service provider must also be aware that many Filipinos have an indirect communication style. It is common for Filipinos to use metaphors, figures of speech or even fables to communicate a certain idea or feelings especially when such is emotionally laden. Sometimes it is also shown by actions. An example of this is when a man doesn't say "I love you" to a woman, but rather manifests such affection by helping on the farm or other business in the girl's family. Indirect approaches in gathering background information, such as family history, encouraged parents to talk about their lives and eventually, distually, disclose information that the service provider needed (Matsuda, 1989). Although using a directive counseling approach with indirect communication style may sound conflicting, it is not. Indirect counseling is needed to establish credibility and trust and once this is established, it becomes easier for parents to accept directive counseling from the service provider.

Overall, the effectiveness of this Filipino counseling framework is determined by how well the helper understands and accepts the perspective of the client. This includes understanding and accepting the client's cultural values, norms and traditions (Fernandez, 1988; Ibrahim, 1985; Salazar-Clemena, 1991; Sue & Sue 1990). This counseling framework may be useful to special education service providers because it is viewed within the context of their cultural values. The proposed counseling framework and the summary of information on attitudes toward disabilities, education and child-rearing practices may help service providers understand the behaviors and attitudes of the Filipinos...An Ending Note: A Case To Share.

When I worked at a State hospital as a case worker, I had an opportunity to see how the components of the framework helped me understand a Filipino parent with a child who has a disability. A Filipino child with special medical needs was brought to the state hospital shortly after she was born. The parents never visited the child since she was brought to the hospital. When the child was around five years old, the hospital staff and I began to update the little girl's parents with information regarding her condition. The staff invited them to all the individual educational plan meetings and any events involving the child. We continuously gave updates and extended invitations without expecting her parents to get involved or attend any events. Approximately three years later, when the child turned eight years old, the mother visited and brought a birthday gift. Eventually, the mother began attending meetings and seeing how other parents and their families were involved with their children who had disabilities. It took eight years of counseling interventions and a non-blaming attitude for the parents to accept that their child had a disability and get involved in their child's life again. It is only when the helper or service provider understands the perspective of the parent (cultural values and the stage of parental reaction towards disability) that they can respond effectively to the parents concerned.

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CONTINUED ON PAGE 34

ASIAN/PACIFIC AMERICANS

CONTINUED FROM PAGE 33

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NOTE: *Florence N. Yalung, is a Standards Compliance Coordinator at San Andreas Regional Center in Northern California. She monitors regional center vendors' compliance to specific codes, coordinates vendor activity related to achieving and maintaining certification for the Home and Community based programs, and provides training and technical assistance both within the regional center and to its community based vendors.*

Upcoming Events

April 17-20, 2000 — Association for Childhood Education International Annual Conference. Baltimore, Maryland.

April 25-27, 2000 — 7th Annual IDRA *La Semana del Niño* Early Childhood Educators Institute™, San Antonio Airport Hilton, 611 Northwest Loop 410, San Antonio, Texas. For more information contact Carol Chavez at (210) 444-1710 or visit the IDRA Web site at <http://www.idra.org>.

April 30-May 5, 2000 — International Reading Association (IRA). IRA's 45th Annual Convention. Indianapolis, Indiana. Contact (302) 731-1600, extension 216, or visit their Web site <http:/ www.reading.org>.

May 1-2, 2000 — Minnesota ESL and Bilingual Education Conference, "Tools for 2000!" sponsored by the Minnesota Department of Children, Families, and Learning. Contact Paul Magnuson at (651) 582-8649 or send an e-mail to <paul.magnuson@state.mn.us>.

May 1-6, 2000 — High/Scope Educational Research Foundation International Conference, Ypsilanti, MI. Contact Anne Hudon at (734) 485-2000 or <http://www/highscope.org>.

May 11-14, 2000 — Center for Excellence in Education Annual Conference on Stabilizing Indigenous Languages "Language Across the Community," Toronto, ON, Canada, sponsored by the Center for Excellence in Education, Northern Arizona University. Call (520) 523-2611.

May 24, 2000 — California Association for Bilingual Education Region III Para-Educator/Parent Conference "Home-School-Community: Partnership for the New Millennium," Anaheim, California. Contact Sara Exposito at (213) 532-3850 or e-mail to <infor@bilingualeducation.org>.

June 4-7, 2000 — National Association for the Education of Young children's Conference, "National Institute for Early Childhood Professional Development," San Francisco, California. Contact NAEYC at (800) 424-2460 or visit <http://www.naeyc.org>.

June 9-11, 2000 — Teachers of English to Speakers of Other Languages Southwest Workshop, "TESOL Academy 2000" San Antonio, Texas sponsored by Teachers of English to Speakers of Other Languages. Call Stephen Grady (703) 836-0774 or visit <http://www.tesol.edu>.

June 26-August 4, 2000 — NEH Summer Institute for Teachers of Spanish to Spanish Speakers. The University of California at Los Angeles. For more information, visit <http://www.cal.org/public/sns.htm>.

July 16 -19, 2000 — National Two-Way Bilingual Immersion Conference. Hyatt Regency Hotel, Long Beach, CA. Contact Marsha Vargas at (562) 985-5809 or on the Web at <http://www.clmer.csulb.edu>.

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POSITION ANNOUNCEMENT
Director of Teacher Education

The Graduate School of Education at the University of California, Santa Barbara seeks a Director of Teacher Education, effective July 1, 2000. This is an administrative/leadership position with the possibility of security of employment.

The Multiple and Single-subject Teacher Education Programs are small, exemplary, innovative, fifth year combined credential and Masters programs. As part of the UC mission, the programs are committed to research connected with teacher learning and the conditions that support and constrain teacher learning. They work closely with partnership schools in the Santa Barbara area. The nature of the programs requires that the Director work with program coordinators, supervisors, instructors, and school-based educators to facilitate and maintain a respectful and collaborative culture. The Director will be expected to work creatively and collaboratively with other faculty to build linkages among all the professional preparation programs on the campus -- administrative, school psychology, and special education.

A relevant doctorate, excellence in teaching at both school and university levels, proven success in administration in academic settings, and an ability to support and use research related to teacher education are required.

Applicants should send a letter of application, current resume', two professional publications, and the names of three references to:

Jon D. Snyder, Chair
Teacher Education Search Committee
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The application deadline for initial consideration is March 31, 2000; however, applications will be accepted until the position is filled.

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BUDGET SUPPORTS CHILDREN

CONTINUED FROM PAGE 26

$22 million increase (to $1.022 billion) for the Youth Activities formula grant program. This level of funding will provide job training and summer job opportunities to about 612,000 disadvantaged young people.

Youthbuild. This program targets 16-24 year old high school dropouts and provides disadvantaged young adults with education and employment skills through rehabilitating and building housing for low-income families and homeless people. Funded at $75 million, the Youthbuild programs will provide opportunities for approximately 3,330 trainees in 2001.

Job Corps. Job Corps is the nation's largest and most comprehensive residential education and job training program targeted at impoverished young people. The FY2001 budget increases funding by $35 million, bringing the total budget to $1.393 billion.

The President's budget has established a strong foundation for education this year, and we look forward to working with Congress and the Administration to secure a substantial increase in education investment to begin addressing the challenges of the 21st century.

For more information regarding the President's FY2001 Education Budget Request, please go to < http://www.ed.gov/offices/OUS/Budget01/BudgetSumm/> at the U.S. Department of Education Web site.

Note: Patricia Loera, Esq. serves as Legislative Director at NABE, the National Association for Bilingual Education.

- NABE -

MESSAGE FROM THE PRESIDENT

CONTINUED FROM PAGE 23

Closing Remarks

Ladies and gentlemen, we HAVE crossed the bridge we built to the 21st Century. Now, we must shape a 21st Century agenda of excellence, responsibility and activism. Most important, we must do it with one voice. Together we can achieve great things for our children.

So here we stand with past successes and with future opportunities. We have a lot of work to do, but we have each other. We have this great organization, NABE. We have a wonderful relationship with each other. Together we are strong. Together our one voice can be heard; we can succeed. While we are one in voice we must make this voice louder. Our voice must be louder. IT MUST BE LOUD AND STRONG. Now, everyone here state in his or her own native language: We ARE ONE VOICE. Repeat it…we are one voice.

Even more important, NABE again has the confidence to dream grand dreams. But we must not let this confidence drift into complacency. For we, all of us, will be judged by the dreams and deeds we pass on to future members of this organization. On that score, we will be held to a high standard, indeed, because our chance to do good is so great.

- NABE -

SENATE MOVES ESEA BILL

CONTINUED FROM PAGE 27

posal deleted all references to SAIP programs throughout the title.

While the proposal includes many changes to current law, we are most pleased about the many harmful provisions NOT included in the proposal. For example, Chairman Jeffords **did not** include onerous and discriminatory parental opt-in provision before LEP children could receive academic and language support programs funded under Title I and Title VII. The proposal also maintains a categorical competitive grant program instead of block granting the entire program to the States. The proposal also does not include any limits on the amount of time LEP children receive academic and language support services. We are pleased by the Chairman's proposal reauthorizing the National Clearinghouse for Bilingual Education.

Overall, NABE is supporting the Chairman's version of Title VII, the Bilingual Education Act. We urge you to contact your Senator and urge them to support Chairman Jeffords' Title VII, Bilingual Education Act proposal included in S.2, The Educational Opportunities Act. If you would like to see the actual legislative language, you may access the bill on the Internet at <http://www.senate.gov/~labor/legisl/S_2-ESEA/s_2-esea.htm> or contact Patricia Loera, NABE's Legislative Director (E-mail to: <P_Loera@nabe.org>). NABE will mail a complete copy of the Title VII legislation to current NABE members at no charge.

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Special Issue of the Bilingual Research Journal (BRJ)

Devoted to Recently Completed Dissertations

Important research on bilingualism and bilingual education has been carried out by doctoral students in the course of completing their dissertations. Cognizant of the need to make this research more widely accessible, the Editorial Policy Board of the *Bilingual Research Journal* has decided to devote an annual issue of the *Journal* to a special collection of research articles based directly on dissertation research.

The second special dissertation issue of *BRJ* will contain articles derived from dissertations completed (and approved) during 1999 through December 2000. The peer-review process for this project is independent of the NABE dissertation award competition. All authors, including NABE award-winners, who wish to be considered for inclusion in a *BRJ* Dissertation Issue must submit articles in the designated form and timeline in order to be considered.

In addition to following the usual *BRJ* requirements, articles submitted for publication in a special dissertation issue must also adhere to the following specifications:

- authorship by a single author;
- length not to exceed 20 text pages (not counting references and endnotes);
- writing and organization of high quality; following the conventions of research-based studies.

No more than six articles will be selected for inclusion in the special dissertation-based issue of the *Bilingual Research Journal*. All submissions must report on original research. Qualitative and quantitative research will be considered; no preference will be given to one or the other.

Although these articles are expected to be based on dissertation research, we do not envision mere summaries of the dissertation document. Because they are significantly shorter and more focused, these articles may cover a portion of the original research, (e.g. fewer research questions or hypotheses may be reported). The article may be delimited to cover selected aspects of the analytical work. When a dissertation is not reported in its entirety, the portions of the research that are not included in the article should be noted in a brief endnote. This will inform readers on what they may expect to find in the dissertation report itself. The dissertation should be included as an entry in the reference section.

Articles may be delimited in other ways to ensure a thorough and focused look at the most important part(s) of the dissertation study. The editors may give preference to studies that are (a) especially timely contributions to theory and/or practice; (b) fill important lacunae in the knowledge base; or (c) point to new directions in theory or practice in bilingual education, bilingualism, or language policy. Finally, the articles must be structured in a format that is appropriate for an article in a professional journal.

A guest editor has been selected to oversee the development of the second dissertation issue. The editor will have wide discretion in accepting articles and revision to articles submitted in response to this call for papers. All articles will be refereed in the same way as other articles selected for inclusion in *BRJ* and must comply with the same high standards of scholarship.

Prospective authors should contact the appropriate guest editor directly for further guidance on submitting articles. For articles based on dissertations completed in 1999 through December 2000 contact:

Dr. Virginia Gonzalez, Associate Professor
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Bilingual/ESL Programs
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NABE News

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

The news magazine about educational equity and excellence through bilingual education

The Progress of Hispanic Education and the Challenges of a New Century

by Secretary Riley, U.S. Dept. of Education

Excerpted from remarks as prepared for delivery by U.S. Secretary of Education Richard W. Riley delivered at Bell Multicultural High School, Washington, D.C., March 15, 2000.

Excelencia Para Todos—Excellence for All

In my remarks today, I want to focus on the importance of education for this country's Latino community as we begin this new century—this education era. And I want to explore with you why I believe the state of Latino education for this century can be so promising.

You know, when we talk about Hispanic Americans we are speaking about individuals from more than 20 different nations, with countless dialects, different skin colors, and varying tastes in food and music. Some are descended from immigrants who have been in this nation hundreds of years, even before it became a nation; others are new arrivals, having been here only a week or a year, seeking to achieve the American Dream.

Regardless of these differences, there is one unifying factor in their lives, education—the primary and shared source of hope, opportunity and success. It is our duty as a nation to ensure that the Hispanic community has every opportunity to achieve a quality education and the success that can accompany it—just as we have done for generations of Americans before them.

I am confident that we can address this challenge with innovation, that we can shed misperceptions and stereotypes, eliminate low expectations, and embrace the unique strengths that Latinos bring to education and our national community…

…It is a legacy of accomplishment and courage. And it is a legacy of battles fought to overcome discrimination and oppression—in education as well as in other areas. Many Americans may not realize that during the 1920s and '30s in Texas and California, courageous Mexican-American parents put their safety on the line to challenge state laws that segregated students by race in public schools.

On January 5, 1931, for instance, the principal of Lemon Grove Grammar School near San Diego, acting under instructions from the school's trustees and the Chamber of

CONTINUED ON PAGE 12

ISSUE HIGHLIGHTS

Comparative Study of Learning Styles 6
ESEA Reauthorization Vote 20
NABE Dissertations Competition 34

Cummins and Wong-Fillmore Inform Practice

by Beti Leoni, Ph.D. and Rene Cisneros, Ph. D.

Conference participants attended these two featured-presentations in great numbers! Over 300 educators gathered at each of the sessions to listen, learn and interact with two internationally renowned speakers with vast experience and knowledge in the field of bilingual education. Teachers and administrators took copious notes while listening intently to the messages. Most important, they had a unique opportunity to ask the researchers questions about specific issues relevant to their schools. After the session, several dozen remained to interact with the presenters.

CONTINUED ON PAGE 16

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TABLE OF CONTENTS

President's Msg. 3
Executive Director's Msg 4
Asian/Pacific Amer. Ed. 6
Indigenous Bilingual Ed. 10
The Rest of the Story 17
Upcoming Events 19
Senate HELP Committee Votes ... 20
Theory and Practice 25
A Learning Experience 27
Resources 32
NABE 2001 Dissertations 34
NABE 2000 Tapes 37
BRJ Subscription Form 38
Membership Application 39
NABE 2000 Announcements .. 40

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Message from the President

NAEE: Creating Connections for Children

by Dr. Josefina Villamil Tinajero

On April 5-6, 2000, I attended the 21st Annual Conference of National Association for Educational Equity (NAEE) in Los Angeles. Their theme this year was "Creating Connections for Children." While the name of the organization was recently changed, the sense of commitment to quality desegregated education remains as strong as it was more than two decades ago when a group of visionaries founded the National Committee for School Desegregation.

For those of you unfamiliar with the organization, NAEE's vision is one of excellence through equity for all students in the United States It was founded in 1978 as a national advocacy group for school desegregation. Its primary goals include: (1) fostering educational quality in all public schools with respect to race, sex, national origin, bilingualism, disabilities, and economic background; and (2) disseminating information to teachers, administrators, parents, policy-makers, and others involved in school desegregation, bilingual education, sex equity, programs for students on non-English speaking origin, and programs for persons with disabilities. NAEE and NABE are certainly bound by a common desire to help every child succeed.

The NAEE Conference provided me with an exciting opportunity to interact with others who are committed to equity and diversity. I had the opportunity to attend a variety of exciting workshops and to hear nationally recognized speakers addressing topics ranging from the changing focus on school desegregation to equity regarding race, gender, national origin, and bilingualism. I also had the opportunity to share experiences with conference participants from across the United States, to exchange ideas, and to learn about critical issues facing our schools today. A unique feature of the conference was a multimedia "Virtual Tour" of ten exemplary schools, each representing a different region of the country. Most important, I had the opportunity to share NABE's views during my keynote address on some of the most pressing equity issues affecting our children This year's conference theme "Creating Connections for Children" was perfect. Today I want to highlight some of these issues with you. Share them with others so that we can continue to speak in one voice!

State Assessment Tests and LEP Students

As many of you know, a number of states are now ranking schools in an effort to make schools accountable for improving academic performance. While the merits of this action may be commendable, the tests are often an injustice to students with limited English proficiency.

Last fall, for example, 28 committee members in California considered the issue of including the Stanford 9 academic achievement test scores of students with limited English proficiency in the state's new Academic Performance Index. The index would be used to make decisions regarding rewards or sanctions for each school. According to Dr. Eugene E. Garcia, the committee labored over whether or not to include the test scores of students with limited English. In a recent editorial in *The San Francisco Chronicle*, Dr. Garcia stated that "of critical importance in the committee's deliberations was an analysis of last year's Stanford 9 test scores that compared the response patterns of LEP students to the test questions to those of English-proficient students. The analysis showed that, "students with limited English guessed at the answer five to six times more than English-speaking students."

According to Dr. Garcia, "this data, combined with other concerns, led the committee to recommend to the State Board of Education that the scores of these students be excluded from the Academic Performance Index until a reliable, valid and fair assessment could be put it place." However, "the Board ignored the committee's recommendation and instead adopted a plan mandating that those non-English-speaking students be assessed." NABE agrees with Dr. Garcia that LEP students "will score poorly, and such scores will go into their permanent records The scores will confuse the students, their parents and the public" *(San Francisco Chronicle)*. Our message must be that reliable, valid and fair assessments must be developed to assess LEP students.

Block Grants and Funds for LEP Students

Under the pretext of sending federal dollars directly to

CONTINUED ON PAGE 31

Message from the Executive Director

Members Talk About Priorities for NABE

by Delia Pompa

Earlier this year NABE conducted a major telephone survey with a wide cross-section of current, former, and potential members of the Association.

The survey has already proven a key instrument in our efforts to reposition NABE in the public eye and improve services to educators, parents, and to all students learning a second language. The surveyors asked 51 questions about membership, retention and recruitment, membership value, organizational priorities, publications, the NABE Web site, and other services and activities.

On behalf of the Association, I want to thank those of you who participated in the survey for your candid and enthusiastic responses. 89% of you noted that you were generally pleased with the services NABE provides, while a remaining 11% give us great impetus to create innovative strategies for change. Your collective input will allow the NABE staff and Executive Board to serve all of our members more thoroughly and proactively while increasing NABE's overall viability. As we analyzed your individual responses, we found several major themes that summed up powerful ideas for NABE's continued improvement, among them:

Refocusing the organization's priorities to address the needs of a diverse membership. NABE is America's leading national entity wholly committed to improving bilingual education. This squarely places a large share of responsibility on the Association to ensure that current and future education professionals will be empowered with the right sets of skills to teach our nation's linguistically and culturally diverse student body. With that in mind, NABE will step up its efforts to disseminate research-based applications for the classrooms and schools, and focus on the development of a wider cohort of professional development opportunities for our members.

Providing NABE members more information on the Association's efforts on Capitol Hill. When polled on how NABE could improve to better serve their needs, most of you stated that you wanted NABE's—and through the Association—YOUR voice on Capitol Hill to be a stronger one. While NABE has a longstanding track record of successes in our nation's Congress and is well regarded by legislators as an effective advocacy organization, we will do more to communicate the legislative agenda and successes effectively to each of you. Our hope is that as more of our members become engaged in our advocacy work, our efforts will be even more effective and involve a greater number of individuals at the national, state, and local level.

Improvement of the organization infrastructure. Maintaining high member satisfaction is a result of such basic functions as having staff accessible when member call, and/or sending out adequate notices on membership renewal. NABE is committed to creating a membership infrastructure that is customer friendly and that facilitates full member participation. We are currently in the midst of implementing various pieces of what we hope will be greatly improved internal guidelines—with a focus on membership service. I welcome your input in this as in all other respects.

Need to clarify and amplify the definition and role of bilingual education. The survey indicated great interest in expanding NABE's campaign to make the public aware of what bilingual education is. We all recognize the need to disseminate success stories and create a positive understanding of bilingual education among the general public. NABE is currently working on various means of achieving this end, and as we move forward we will call on each of you to help us carry these messages beyond the tightly knit circles of bilingual education and into the mainstream arena of public opinion.

Interestingly, the responses provided by this national survey validated an extensive strategic plan that, in taking initial steps towards a stronger organization, the NABE Executive Board adopted a few months ago. This is extremely encouraging, and demonstrative of the fact that we are all working toward the same goals. In the coming months, look for expanded responses to other issues raised by the survey in columns and articles in this and other NABE publications. In the mean time, keep your ideas coming. Remember, NABE belongs to all of us, and together we can make it better and stronger!

- NABE -

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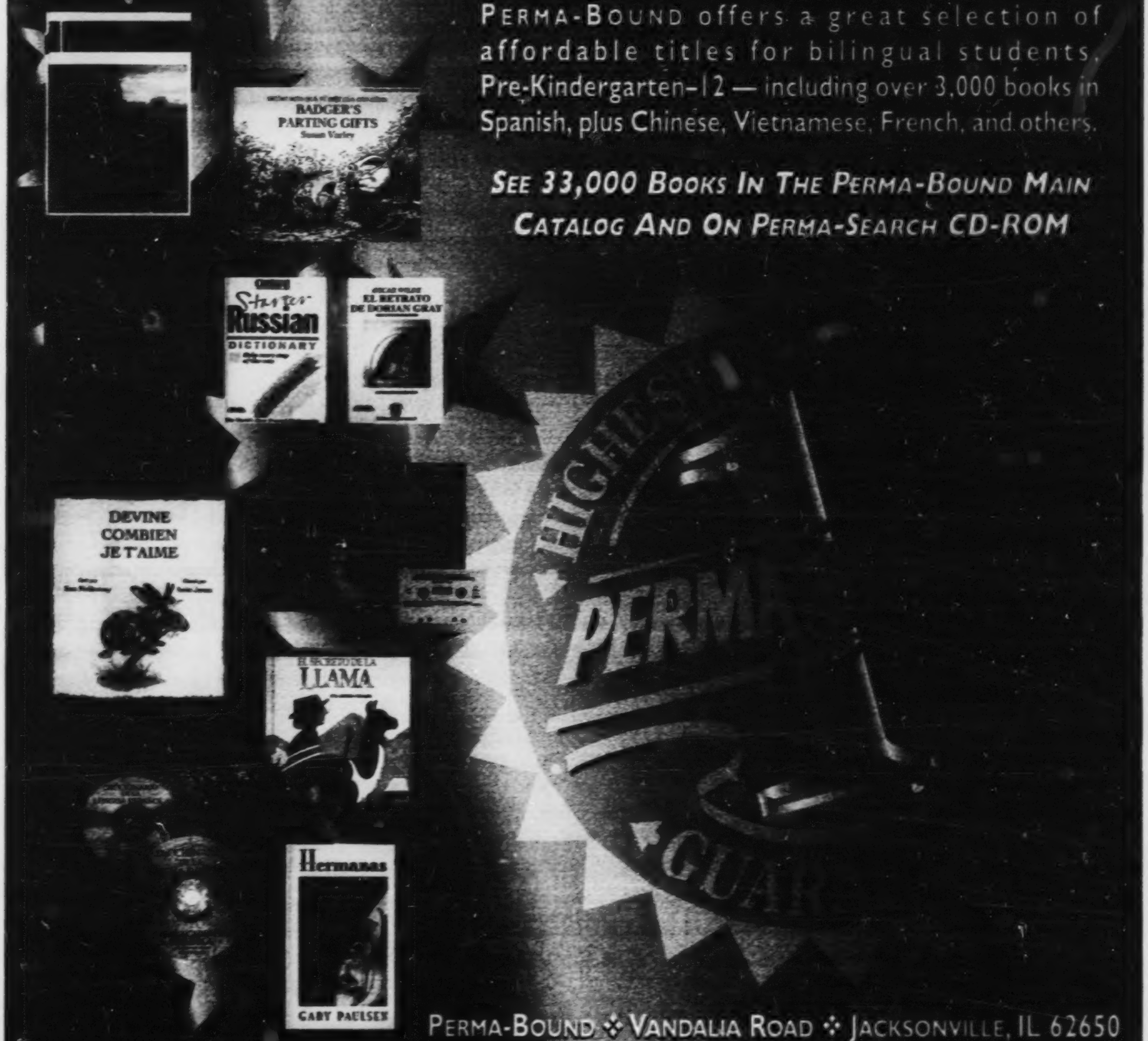

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Asian/Pacific American Education Concerns

Column Editor: Dr. Ji-Mei Chang, San Jose State University, San Jose, CA

A Comparative Study of Learning Style Preferences: Implications for Teachers

by Clara C. Park, Ph.D.

The purpose of this research was to investigate four basic *perceptual* learning style preferences (auditory, visual, kinesthetic, and tactile) and preferences for group and individual learning of Cambodian, Hmong, Lao, and Vietnamese students in secondary schools and to compare them with those of Anglo students. The findings of this research shed important light on the organization of instructional activities, curriculum development, and teacher training.

Hypotheses of the Study

This research explored the following hypotheses: the learning style preferences of Southeast Asian students would be significantly different from those of Anglo students because of their Southeast Asian cultural backgrounds; the learning style preferences of Southeast Asian and Anglo students would be related to their gender due to culturally prescribed gender roles and differential family and classroom socialization for boys and girls, especially among the Southeast Asian groups; the learning style preferences of Southeast Asian and Anglo students would be related to their academic achievement; there would be some differences in learning style preferences among Cambodian, Hmong, Lao and Vietnamese American students because Southeast Asian students represent a diversity of cultural groups and bring diverse pre-immigration schooling experiences; and the learning style preferences of Southeast Asian students would be related to their nativity and length of residence in the United States due to the expected acculturation.

Definitions and Background Information

Learning styles are broadly described as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (Keefe, 1979, p.4.). More specifically, *style* refers to a pervasive quality in the learning strategies or the learning behavior of an individual, "a quality that persists though content may change" (Fischer and Fischer, 1979, p. 245). Also, *learning style* is "a biological and developmental set of personal characteristics that make the identical instruction effective for some students and ineffective for others" (Dunn and Dunn, 1993, p. 5). Dunn and Dunn (1979) found that only 20-30% of school-age children appear to be auditory learners, that 40% are visual, and that the remaining 30-40% are tactile/kinesthetic, visual/tactile, or some other combination.

Ethnic Issues. Research has identified cultural differences in the learning styles of various ethnic groups and group differences between high, middle, and low achievers. Park (1997a) conducted a comparative study of Chinese, Filipino, Korean, Vietnamese and Anglo students in secondary schools and concluded that Korean, Chinese, and Filipino students were more visual than Anglos and that among high, middle and low achievers, high achievers were the most visual and low achievers were the least visual, but that there was no sex difference in visual learning; and that Korean, Chinese and Anglo students showed negative preferences for group learning while Vietnamese showed major preference and Filipino students showed minor preference for it showing significant ethnic group differences. Park also observed that middle and low achievers had minor preferences and high achievers had negative preference for group learning.

In a separate study of Mexican, Armenian, Korean-American and Anglo students in secondary schools, Park (1997b) found significant ethnic group differences in visual and group learning styles in that Korean-American students were the most visual and Anglo students were the least visual among the four groups; and that Armenian, Korean-American and Anglo students showed negative preferences for group learning, while Mexican-American students showed minor preference for group learning. Other studies also noted cultural differences in the learning styles of African American, Mexican American and aboriginal students (Bell,1994; Guild,1994; Melear and Richardson,1994; Dunn, Griggs, and Price,1993; Ryan,1992; More,1990; Sims,1988).

Group Learning Issues. Slavin (1983) and Kagan (1985) observed that cooperative group learning produced gains in academic achievement, especially among African and Latino students, and developed social skills and better race relations among all participating students. Sullivan (1996) noted that Vietnamese college students in Vietnam favored group activities. However, Kinsella (1996) observed that despite the merits of pairing and grouping strategies, not all ESL students in high school or college classrooms embraced collaborative classroom learning with the same zeal as do their instructors. In a similar vein, Park's studies (1997a, 1997b) found that Armenian, Chinese, Korean and Anglo students did not care for group learning nor did high achievers.

Gender Issue. Other research about learning styles observed gender differences. In her study of learning style preferences of Mexican, Armenian and Korean-American and Anglo students in secondary schools, Park (1997b) observed that across the four ethnic groups, girls had statistically significantly higher preference for kinesthetic learning style than boys, although both boys and girls had major preferences. Dunn, Griggs, and Price (1993) also found gender differences in their study of learning styles of Mexican and Anglo American children in elementary schools and concluded that both Mexican and Anglo female students were more persistent than males; male Mexican American students had the strongest tactual preferences whereas girls in general preferred the least amount of tactual learning; and the least auditory were the male Mexican American children.

School Responsiveness and Student Learning. Schools that addressed the learning styles of previously underachieving African-American youngsters showed a significant increase in achievement test scores and improved attitudes toward school when instructional approaches or resources addressed and complemented their learning style strengths. When instruction was changed to respond to the identified learning styles of underachieving African-American children, their reading and mathematics test scores on the California Achievement Tests rose from the 30th percentile in 1986 to the 83rd in 1988 to the 90th percentile in 1989 and 1990 (Dunn & Dunn, 1992; Dunn & Griggs, 1988). Similar responsiveness to the learning styles of Southeast Asian students may increase their achievement levels.

Current Study

This study is based upon 738 cases collected from eighteen high schools (9 -12th grade) with ESL classes in California in 1995-1996. Among the sample, 68% of Southeast Asian students were in ESL classes. By using Reid's (1987) instrument and multivariate analysis of variance and Scheffe tests, this study found significant ethnic group differences in learning style preferences between Southeast Asian and Anglo students as well as significant differences among various Southeast Asian groups (See Table 1).

This study proved significant ethnic group differences in the learning style preferences of Southeast Asian and white students and also proved statistically significant differences in the learning style preferences within diverse Southeast Asian groups. However, this study did not confirm any sex differences between boys and girls nor any achievement level differences. Furthermore, this study did not find any significant differences relative to Southeast Asian students' nativity, their length of residence in the United States or their placement in ESL classes. The following describes each of six learning style preferences separately with respect to the five research questions of the study.

Auditory Learning Style. There were no significant ethnic group differences in auditory learning style preferences. All ethnic groups exhibited either major or minor preference for auditory learning regardless of their gender and academic achievement level; and their length of residence in the United States among Southeast Asian students.

Table 1: Learning Style Preference Means by Ethnic Background

	Learning Styles											
Ethnic group	**Auditory**		**Visual***		**Kinesthetic**		**Tactile***		**Group***		**Individual**	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Anglos	17.70	3.28	16.18	3.21	18.38	3.34	7.89	4.02	16.40	4.96	16.80	4.23
Cambodian	18.04	2.60	16.69	3.28	18.49	2.92	18.14	3.78	17.59	4.59	16.28	3.81
Hmong	18.01	2.59	18.32	3.12*	18.88	3.03	19.37*	3.34	19.44*	3.68	17.60	3.60
Lao	17.88	3.01	16.58	4.09	18.02	3.05	18.07	4.75	17.63	5.11	16.61	4.31
Vietnamese	18.03	2.71	17.24	3.61*	18.41	2.64	18.37	4.00	18.16*	4.79	16.56	4.06

Note. Preference means 18.00 and above = major learning style preference; means of 16.50 and above = minor learning style preference; 16.49 or less = negative learning style preference.

* indicates statistically significant difference. M = Means. SD = Standard Deviation.

CONTINUED ON PAGE 8

ASIAN/PACIFIC AMERICANS

CONTINUED FROM PAGE 7

Visual Learning Style. Hmong students were the most visual among all the groups in the study. Regardless of their birthplace, length of residence, and placement in ESL classes, Hmong and Vietnamese students exhibited much greater preference for visual learning than Anglos who had negative preference (Scheffe test, p<.05). Specifically, Hmong students had major preference and Vietnamese students had minor preference for visual learning, but Anglo students had negative preference for it. This research indicated that when compared with Southeast Asian students, Anglo students were the least visual among the five ethnic groups, unlike previous research of Anglo students that noted "mainstream culture emphasizes visual learning through written word" (Bennett, 1979, p.266).

Kinesthetic Learning Style. There was no statistically significant difference in kinesthetic learning style preference among all five ethnic groups (Scheffe test, p>.05). In fact, all ethnic groups showed major preferences for kinesthetic learning regardless of gender. This study confirmed previous research findings that all students tend to favor kinesthetic learning (Park, 1997a, 1997b). Moreover, this study strongly suggests that experiential and interactive instructional activities requiring students' total physical involvement, will be helpful to all students in the current study.

Tactile Learning Style. Hmong students had the greatest preference for tactile learning and statistically significantly greater preference than Anglos who have minor preference for it (Scheffe test, p<.05). Regardless of gender, all Southeast Asian students had major preferences for tactile learning. Therefore, providing a variety of "hands-on" learning activities such as building models or doing laboratory experiments, or using algebra tiles, manipulatives and geoboards in math or globes in social studies classes, will help all ethnic groups, especially Southeast Asian students. Again this study confirms previous research findings that all students tend to favor tactile learning (Park, 1997a, 1997b).

Group Learning. There were statistically significant ethnic group differences in group learning. Regardless of gender, their nativity, their length of residence in the United States and their placement in ESL classes, both Hmong and Vietnamese students exhibited statistically significantly greater preference for group learning than Anglos who had negative preference for it (Scheffe test, p<.05). In fact, all Southeast Asian students showed either major or minor preference for group learning while Hmong students show highest preference and Vietnamese students, second highest preference for it. These findings clearly distinguish Southeast Asian students from East Asian students (i.e., Koreans and Chinese) who showed negative preferences for group learning (Park, 1997a, 1997b) and showed significant ethnic group differences in learning style preferences between East Asian and Southeast Asian groups.

These findings suggest that small group instructional activities will be helpful for all Southeast Asian students in secondary schools, but not for Anglo students.

Individual Learning. There is no statistically significant group difference in individual learning among five ethnic groups (Scheffe test, p>.05). Regardless of gender and students' achievement level, all ethnic groups show minor preferences for individual learning except for the Cambodian group who show negative preference for it.

Conclusion and Implications for Educators

The results of this research shed important light on the learning style preferences of Southeast Asian (Cambodian, Hmong, Lao and Vietnamese) and Anglo students in secondary schools and have great implications for teachers, teacher educators and curriculum development. Southeast Asian students favor a variety of instructional strategies. They exhibit either major or minor learning style preferences for all four basic perceptual learning styles and group learning style except for individual learning for which Cambodian students show negative preference. Southeast Asian students (and especially Hmong and Vietnamese) appear to be visual learners. Therefore, teachers should try to use more visual materials—e.g., blackboard, films and videos, charts, character webs, maps, graphs, computer graphics, graphic organizers, semantic maps—to provide effective instruction for Southeast Asians. Use of these materials appears to be helpful to these students.

Southeast Asian students compared to Anglo or East Asian students, seem to have a higher preference for group learning. This preference for group learning may be attributable to cultural characteristics which value cooperation and mutual assistance among the clans and villagers. These findings suggest that cooperative learning activities in small groups may match the learning style preferences of Southeast Asian students and especially Hmong and Vietnamese American students. Therefore, teachers need to make conscious efforts to use small group activities for Southeast Asian groups.

All ethnic groups in the current study indicated major preferences for kinesthetic learning. All Southeast Asian groups show major preferences for tactile learning except for Anglo students who show minor preference. Given this learning style difference, educators should plan instructional activities and develop curricular materials which will require whole body involvement and provide experiential and interactive learning. Teachers may have students conduct an interview with people in the community and write about it in an "I - Search Paper," or debate on a focus issue based upon their research, in social studies or literature class, or to have them act out or mime with props what they know. In math and science classes, teachers may use materials which will engage both students' minds and bodies such as content-related computer games and laboratory experiments and have students write about them. Also, hands-on activities such as math manipulatives, algebra and integer tiles, geoboards, task cards, electroboards, flip-charts, and computer-assisted instruction will greatly assist all students, especially Hmong students.

In sum, to generate a viable educational environment for all students, teachers might yield best student outcome by actively responding to student's learning style in the manner as follows. Teachers identify the learning styles of their students, match their teaching styles to students' learning styles for difficult tasks and strengthen weaker learning styles through easier tasks and drills. Teachers diversify their teaching styles to match the preferred learning styles of students given that classrooms consist of students with diverse learning styles. Finally, teachers help students acquire diverse and specific learning strategies to improve their academic performance.

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Issues in Indigenous Bilingual Education

Column Editor: Dr. Jon Reyhner, Northern Arizona University, AZ

Culturally Responsive Math and Science Education for Native Students

by Jon Reyhner, Ph.D.

The Far West Laboratory for Educational Research and Development published in 1995 a 52 page monograph by Sharon Nelson-Barber and Elise Trumbull Estrin titled, *Culturally Responsive Mathematics and Science Education for Native Students*. This interesting publication has eight sections: the context of national reforms, challenges to a standard of equity, culture-based variations in ways of knowing, assumptions regarding the nature of math and science, factoring cultural variation into school reform, seeking inclusion of Native values, final observations and recommendations, and references. The authors begin with a constuctivist view of learners, one that recognizes students as active meaning-makers that is, "complemented with a sociocultural perspective that recognizes the importance of social and cultural systems and their associated values and expectations on students' learning" (p. 11). The authors cite several examples of sociocultural difference between traditional cultures and America's modern school culture.

> *"Children raised in an environment with many physical hazards... are not taught discovery learning because it is too dangerous."*

Sociocultural Differences

One example of sociocultural difference is that children raised in an environment with many physical hazards such as dangerous animals and/or harsh weather are not taught discovery learning because it is too dangerous. For their own safety, children are taught to obey elders who know the dangers and, in the words of Terry Tafoya, to, "watch and listen and wait, and the answer will come to you" (as quoted on p. 14).

A second example of difference is that with traditional learning in an oral storytelling culture, "children are expected to make their own sense of story," rather than to ask questions about the story or to be told what the story means. A third example is about how different cultures can categorize things differently. Given objects from four categories: food, clothing, tools, and cooking utensils, the respondents from a non-mainstream culture made groupings like a knife with an orange because a knife is used to cut up an orange.

Just as ways of learning can differ from culture to culture, discipline can be handled differently as well. For example adults might ignore children's behavior according to Scollon and Scollon to, "ward off threats to their authority," that could force them into continued conflict with a child (as quoted on p. 15).

Learning and behavior are not culture-free, and neither are science and mathematics culture free. Europeans have taken knowledge accumulated from around the world without giving credit to the discoverers. According to the authors, "western thinking, in general, tends toward decontextualizing, depersonalizing, and dehumanizing experience and natural phenomena" (p. 17). Western thought objectifies reality rather than emphasizing process. One can see an example of this in the current Standards Movement that calls for outcome based assessment and tends to ignore whether the classroom processes needed to achieve those outcomes are humanistic. People jump onto the direct instruction bandwagon as the most direct route to achieve outcomes without considering the effects of direct instruction on classroom climate and student motivation.

Recommended Practice

The authors discuss using ethnomathematics and ethnoscience approaches, which relate math and science to culture. Some educators view these approaches as, " the sources of real-world connections that will make classroom theories and procedures meaningful" (p. 25). A chemistry teacher told me how he rethought the way he taught chemistry when one of his best Navajo students asked him "Why are we learning chemistry?" By moving from a textbook-based science curriculum to a community based science curriculum, this teacher found that the students found relevance in what they were learning—something that is unlikely if he had responded to this student by saying it was to pass the state's high school graduation requirements. As Nelson-Barber and Estrin state, "Learning about nature from books can seem a poor substitute for the real thing" (p. 22).

Nelson-Barber and Estrin suggest that teachers start with students' lived experiences and move first to ethno-mathematical knowledge and intuitive understanding, then to technical symbolic representation, and finally to axiomatic knowledge with the idea these can be related back to the students' lived experiences (see their Figure 2 on p. 30). They further state: "In our vision of the classroom, students would learn how to represent and solve problems and to conduct investigations related to their own interests and past experiences, with one goal being to learn the formalized language and procedures of academic mathematics and science as well" (p. 32). This fits with constructivist learning theory that speaks to students' needing to link new knowledge to their existing knowledge and experience base.

However, in their conclusion the authors warn that the connection between math, science, and culture can be trivialized and that one of the key functions of teachers is to awaken students' interest and curiosity in a subject and thus motivate them to want to learn the subject matter at hand. The authors conclude "for Native people who are sorely underrepresented in fields dependent on mathematics and science, there is a tremendous need for teachers who will enlist them to become explorers, who creatively develop their understanding, as well as for teachers who create connections among science, mathematics, technology and society (p. 41). The monograph lists 13 excellent "Assumptions and Principles for Improving Pedagogy" and a list of references.

Culturally Responsive Mathematics and Science Education for Native Students is available for $8.00 from Far West Laboratory for Educational Research and Development, 730 Harrison Street, San Francisco, CA 94107; Telephone (415) 563-3000.

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NABE publishes the *NABE News* eight times a year. We seek original articles that provide guidance for practice in bilingual education programs in the United States. Topics of interest for publication in the fall include:

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NABE 2001 February 20-24, 2001 Phoenix, AZ

CHALLENGES OF A NEW CENTURY

CONTINUED FROM PAGE 1

Commerce, stood at the schoolhouse door and admitted everyone except the Latino students, who were instructed to attend school in an old two-room building nearby. The parents would not let their children go to the other school, because it was run down. They organized and beat the segregationist policies. The children returned to the public school—where they belonged.

This action set the stage for the Mendez case in 1946, the first time a federal court would hold the "separate but equal" standard unconstitutional. That decision, in turn, helped lay the groundwork for the Supreme Court's holding in *Brown v. Board of Education* nearly a decade later.

We have seen this same powerful force for equality and quality here in Washington. Facing a crisis in meeting the educational needs of Hispanic, immigrant, and other minority youths, members of the community created this school in 1979. With enthusiastic support, it has grown from 40 students and five teachers, to nearly 700 students from 40 different countries.

By 2050, nearly one-quarter of our population will be Hispanic

A Transformation of Historic Proportions

But there are still challenges, here and across the nation—not the least of which is an extraordinarily significant demographic trend, the growth of the Hispanic-American population. In just five years, Hispanics will be the largest U.S. minority. By 2050, nearly one-quarter of our population will be Hispanic. Even more significantly, the greatest growth will come among young people. One in three members of the Latino population is under age 15—a number that only highlights the importance of education in the coming century.

We are already the most diverse nation in the world—and we have never been static in our diversity. But these kinds of demographic changes will involve almost every aspect of our society and require us to think still more creatively about the future.

Communities across the nation—from Boise, Idaho, to Georgetown, Delaware—are being transformed by the changing population. Dealing with this kind of change requires creative thinking and an eagerness to adapt and to incorporate cultural and linguistic differences into the learning process.

There are no simple solutions. It will require a comprehensive focus on education from pre-K to postgraduate levels; from childhood to adulthood; in school, after school, and at home; and all the time with the support of the community. The good news is that understanding of what is required is growing. A new enthusiasm for getting things done is palpable. And a new paradigm for how to achieve this goal is on the horizon—a model focused on the assets of this community, rather than on the deficits.

Today, I will outline a series of challenges for the 21st century that build on this enthusiasm and success.

The Promise of Language

First, I want to address the promise of language. For many, language is at the core of the Latino experience in this country, and it must be at the center of future opportunities for this community and for this nation. Parents and educators want all children to learn English because it is essential for success. And we also know how valuable two languages can be.

It is high time we begin to treat language skills as the asset they are, particularly in this global economy. Anything that encourages a person to know more than one language is positive—and should be treated as such. Perhaps we should begin to call the learning of a second language what it truly is—"bi-literacy."

Unfortunately, some have viewed those who use a foreign language with suspicion and their language itself as a barrier to success. In some places, even the idea of "bilingual education" is controversial. It shouldn't be. There are many different and effective strategies for teaching English, from bilingual to sheltered English to ESL. Today, I want to spotlight the dual language approach, which is also sometimes referred to as two-way bilingual or dual immersion education. Bilingual and ESL programs are working well in many states toward this goal of bi-literacy, and they will continue to work well if we set clear performance measures and provide the resources needed to meet the rising demand with quality teachers. Good, solid bilingual programs can make a difference in helping students learn English and achieve academically. I am pleased that the budget plan that the president recently submitted to Congress for FY 2001 increases funding for Bilingual Education to $296 million and nearly doubles investment in foreign language education.

I also want to draw your attention to a very important and helpful publication just released by our Office for Civil Rights, entitled *Programs for English Language Learners*. This valuable resource, developed by our Seattle office in response to requests from school districts, offers materials for planning and self-assessment that are consistent with the district's individual needs and circumstances.

But, whatever the approach to teaching English, it cannot be simply a defensive or reactive one. If we see to it that immigrants and their children can speak only English and nothing more—then we will have missed one of the greatest opportunities of this new century, namely, to take advantage of the invaluable asset that helps define a culture.

Proficiency in English and one other language is something that we need to encourage among all young people. That is why I am delighted to see and highlight the growth and promise of so many dual-language bilingual programs across the country. They are challenging young people with high standards, high expectations, and curriculum in two languages. They are the wave of the future. In Salem, Oregon, for instance, Grant Elementary School has instituted a high-achieving Spanish-English dual-language program to help both Spanish- and English-speaking students develop language skills in the other language.

Our nation needs to encourage more of these opportunities, in many different languages.

Our nation needs to encourage more of these kinds of learning opportunities, in many different languages. That is why I am challenging our nation to increase the number of dual-language schools to at least 1,000 over the next five years, and with strong federal, state and local support we can have many more. Right now, we have about 260 dual-immersion schools and that is only a start. We need to invest in these kinds of programs and make sure they are in communities that can most benefit from them. In an international economy, knowledge—and knowledge of language — is power.

Our nation can only grow stronger if all our children grow up learning two languages. The early school years are the best and easiest time for children to learn language. Unfortunately, too many teachers and administrators today treat a child's native language as a weakness if it is not English.

I can assure you that when they enter the workforce in several years we will regret the inability of our children to speak two languages. Our global economy demands it; our children deserve it.

It is time to move beyond the stereotype of a child who is not fluent in English as one who is not intelligent or cannot learn. Occasionally, children are separated from their peers, and even inappropriately identified for special education services simply because English is not their native language. No one is willing or able to make the appropriate evaluation and spend the necessary time to help them learn to speak English well.

Unfortunately, the lack of understanding about language issues can lead to the opposite situation as well—young people who are not diagnosed as needing special education instruction when in fact they do need it.

We must make sure that all children are served appropriately, that the programs that serve these children are held accountable, and that the students in them are held to high standards. Anything less is counterproductive.

I am very pleased that over thirty percent of Title I funds are serving Hispanic students. This administration initiated the Title I testing requirement that is helping to ensure the inclusion of all students in Title I assessments and school district accountability systems.

A Demand for Teachers and New Ways of Teaching

The second challenge we must meet is a demand for teachers and new ways of teaching. Teaching is at the heart of our efforts to transform how we view language and support student learning.

Over the next 10 years we face a demand for more than two million teachers, with acute needs in fields like math and science, special education, and bilingual education. The changing demographics and the advent of new learning technologies and ways of teaching will require a more diverse and more adaptable teaching force.

Let me highlight just one shortcoming in the teaching force: 54 percent of all teachers have limited English proficient (LEP) students in their classrooms, yet only one-fifth of teachers feel very prepared to serve them. As I called for in my State of American Education speech last month, we need to examine making teaching a year-round and better paid profession. We need teachers who are ready to take on this challenge, and we need to give them more time to prepare for it.

We need teachers who not only know more than one language but also have the background and training to maximize the learning potential of students with diverse backgrounds. We need teachers who, when they see a Latino child—or any minority student—have high expectations and visualize great achievements for that child.

And we need teachers who know how to make a connection with a student and to build on that connection, using

CONTINUED ON PAGE 14

CHALLENGES OF A NEW CENTURY

CONTINUED FROM PAGE 13

creativity when necessary. One fifth-grade teacher in Texas would tell her largely Hispanic class about the importance of graduating from high school and going to college.

A young student, to whom she was providing tutoring, commented proudly that her mother was also studying to graduate from high school, by taking the GED. The teacher offered to help and ended up working with both mother and daughter after school.

Not only did both "students"—mother and daughter—improve academically, but also there were more far-reaching benefits. The daughter saw how important it was to learn *and* how important it was for her mother to learn. Her mother shared in the joy and pride that comes from learning *and* serving as a strong role model. And the teacher's willingness to reach out to the community and think beyond the classroom paradigm made her a more effective teacher.

This is what I mean when I say we must think in creative ways about how we can best educate all students—and even what we mean when we say the word "student." The Even Start program, for one, supports local projects that encourage this creativity by blending early childhood education, parenting instruction and adult education.

Many teachers across the country pursue their profession with exactly this kind of dedication and with great results. We need to support them and reward their innovation, commitment, and professionalism—and we must make sure more children experience such teachers.

To help bring the best and most innovative teachers into our classrooms, the administration has sent Congress a one billion dollars proposal. The goal of this funding is to raise teaching quality, recruit new teachers, reduce out-of-field teaching, and attract more certified teachers into our poorest schools. But this federal investment needs to be supported by a change in the way that our schools of education go about their mission and the time and resources they devote to meeting this challenge.

The Latino and Language Minority Teacher Project in California is one example of how these institutions can respond. The collaborative project, which links several universities and the Los Angeles Unified School District, is designed to respond to the increasing shortage of teachers prepared to teach limited English proficient students...

Challenges for the Future

The Hispanic community, like all communities, wants its children to achieve to high standards and its schools to be held accountable for that achievement. We are making progress. But we need to increase the pace of that progress. Parents want to be part of the system. But they need support.

In looking toward the future, we must think comprehensively — no single solution will work. I have outlined five challenges to provide this support because it is something that affects the well-being of all citizens, not just Hispanic Americans: the promise of language and learning two languages; new ways of teaching (including quality teachers, small classes and small schools); lowering the drop-out rate through early intervention—remember, the better the start, the stronger the finish; the importance of community and family; and constructing a future with modern buildings and technology in every classroom.

In closing, I would like to mention a recent comment by a Latino educator who noted that "young children learn from the very beginning that they have the power to influence their world." I suspect it is education that gives them this power.

With this in mind, the first lady initiated a national conversation on Hispanic Children and Youth. This year, the administration committed more than $8 billion to programs that support the Hispanic Education Action Plan ($800 million in new dollars), and soon the president will host a White House meeting to further discuss these issues and commit the nation to action.

It is time for us to empower Hispanic youth by giving them educational opportunities, teaching them to succeed, expecting more, and holding schools and communities accountable for their success.

We must forge solutions and create opportunities for Hispanic Americans for the new century, just as we have done for so many other groups pursuing the American Dream throughout our history.

When we achieve this, when we transcend stereotypes and overcome the tyranny of low expectations, and when we treat the language and culture of young Americans as an asset, and not a perceived deficit, then we will be able to guarantee everyone the key civil right for the 21st century—a quality education.

Editor's Note: Challenges Three through Five were omitted in this excerpted version of Secretary Riley's speech. To download the full text of Secretary Riley's address, please visit, www.ed.gov/speeches/index.html.

– NABE –

Dropouts: The Rest of the Story

by Stephen Krashen, Ph.D.

The US Department of Education has announced that the dropout rate among Hispanics is higher than the rates of other groups: In 1997, 25.3 percent of Latinos age 16 to 24 dropped out of high school, compared with 13.4 percent of blacks and 7.6 percent of whites. Several interesting facts were not, however, reported:

- The figure is lower than in previous years: In the Department of Education's 1994-5 report, the Hispanic dropout rate was 30%; the white dropout rate was 7.6%, the black dropout rate 13.4%. While media reports focus on the high dropout rate of Hispanics, they do not point out their improvement, an improvement not shown by other groups.

- The figure includes many who never enrolled in school, such as foreign-born immigrants who came to the United States to work. In the 1994-5 report, this accounted for 1/3 of the "dropouts." The true dropout rate is probably well below 20%.

- Well-established research literature has demonstrated that dropout rates are strongly influenced by background factors, such as socioeconomic class, time spent in the United States, the presence of print, and family factors. Students in wealthier families drop out less; those who have been in the US longer and who live in a more print-rich environment drop out less, those who live with both parents drop out less, those whose parents monitor schoolwork drop out less, and those who do not become teen parents drop out less. Hispanic students are behind majority students in many of these categories; about 40% live in poverty, compared to 15% of white non-Hispanic students, and only 68% live with both parents, compared to 81% of non-white Hispanic students. These factors appear to be responsible for much if not all of the differences in dropout rates among different groups: When researchers control for these factors, there is little or no difference in dropout rates between Hispanics and other groups.

- Before the blame is put on bilingual education for the high Hispanic dropout rate, consider this: A minority of Hispanic students included in the analysis being reported had been enrolled in bilingual programs. In California, for example, at the time this data was gathered only 15% of Hispanic students were in bilingual education. In fact, only about half were limited English proficient. Since the dropout rate applies to all Hispanic students, we can assume that most of those who dropped out were not in bilingual education. In addition, Herman Curiel and his associates at the University of Oklahoma reported that students in bilingual programs drop out significantly less than similar students not in bilingual education. Bilingual education appears to be part of the cure for dropping out, not the cause.

Dr. Krashen delivers a powerful speech with hard facts and stories.

- Not surprisingly, those who report lower levels of English competence drop out more. This is not an argument against bilingual education but an argument for it: Students in well-designed bilingual programs acquire their second language better than those who are not enrolled. Secretary of Education Richard Riley understands this. Here is an important line from his recent speech: "Good, solid bilingual programs can make a difference in helping students learn English and achieve academically." While Riley's focus was on two-way programs, he clearly supported bilingual education in general.

Editor's Note: Dr. Krashen sent slightly modified versions of this Opinion-Editorial to The Boston Globe and The Arizona Republic. For additional sources on this topic, see: Transforming Education for Hispanic Youth: Exemplary Practices, Programs, and Schools," available through the National Clearinghouse on Bilingual Education in print form and through their Web site, <http://www.ncbe.gwu.edu/ncbepubs/resource/hispanicyouth/>.

Cummings and Wong-Fillmore

Continued from page 1

Challenging Dogmatic Assumptions

In a featured presentation, Cummins challenged four assumptions that many bilingual educators hold as true and, with compelling evidence and clear examples from theory and research in bilingual education, encouraged us to consider a different, alternative set of principles.

> **Assumption 1:** "The two languages of bilingual education should be kept rigidly separate."
>
> **Assumption 2**: "Bilingual education models that provide exclusive or near-exclusive emphasis on the minority language in the early grades are superior to those that have more equal instructional time."
>
> **Assumption 3:** "Literacy should be developed first in the minority language and only after minority language literacy has become "well- established" should literacy instruction begin in the majority language."
>
> **Assumption 4:** "Transfer of literacy and concepts across languages will happen automatically, and thus there is no need to focus instructionally on transfer of language knowledge and academic concepts from the minority language to the majority language."

What did Cummins Challenge?

The Two Languages Together. Cummins' alternative principles are best explained via several examples and bits of advice, such as "bring the two languages together in a positive way." Building on research, we know bilingual persons naturally compare and contrast their two languages to get clues for understanding and creating new words. Therefore, Cummins suggests that teachers help students look at the structure of the two languages, for example, so that students can exploit the richness of both languages, and better develop their bilingual abilities and metalinguistic awareness. This also empowers and assists them in achieving greater academic success. In English, Cummins noted, 50 percent of words in academic English are derived from Latin and are cognates of everyday Spanish words. He urged bilingual teachers to capitalize on the linkages between the two languages: for example, the word *encontrar* in everyday Spanish and 'to find' in everyday English and 'to encounter' in academic English. The everyday Spanish *encontrar* is linked to the academic English 'to encounter.'

L-2 Can Inform L-1. Another point noted is that there is a two-way transfer across languages, and this means that what is learned in L-2 can also transfer back and assist learners in developing their L-1 academic language and literacy. For this reason, a rigid timeline of first L-1 and then L-2 is not research-based. One helpful practice would be for students to publish books in two languages, thus increasing the prestige of the home language and making reading with the family more a reality. By working with the two languages side by side, no matter the differences between the two, Cummins noted that we build up children's ears, not just their eyes. This can help us begin the process of learning L-2 earlier than we may already do in our classrooms, and it would build on students' natural contact with both languages outside of school.

"Play with language, when you have access to two languages," represents another natural outgrowth of bilingual education and can and should be an explicit goal of bilingual teachers. This makes it easier for children to become aware of the relationship between their developing languages and their own world.

At the closing keynote gala, Dr. Henry Cisneros challenges NABE members to act, move forward.

Use Functions, Registers and Conversations. Further, children need to be taught the functions of language, in both L-1 and L-2. Many functions will not be learned without explicit instruction and can often take a long time to learn in either L-1 or L-2 if communicative opportunities are limited. Similarly, registers must be explicitly taught, especially to older learners. Conventions in the written forms of English must be included, too. For students to become aware of similarities and differences between the two languages, which will then help them use both languages more proficiently, they must be taught each language very well. They need time and opportunity to use their first language, oral and written, as a bridge to an oral and literate second language. As teachers guide students to develop greater awareness of their own language learning experiences and ways to use their own language more powerfully, students make more connections between their own bilingualism and their world. This leads to student empowerment and teacher empowerment.

In conclusion, this session truly focused on the power of language, when bilingual persons draw on the richness of all (two or more) languages for daily use and higher-level learning. Contact Cummins at The Ontario Institute for Studies in Education, The University of Toronto, Toronto, Ontario.

Cummins and Wong-Fillmore Delivered a Powerful Session

What do educators need to know? In another featured presentation, Wong Fillmore and Cummins spoke.

Cummins Provokes Thinking

Cummins began by responding to the question, What do educators need to know, with an example of a letter he received from a "well-intentioned" high school science teacher, asking for help and advice about what to do with his English language learners (ELLs). Cummins listed comments and questions about the letter:

1) Is this what he asks: He wants to remove the ELLs from class until they're ready?
2) But, one half of the science class members are not "generic" students (i.e., they are ELLs).
3) Where is the principal of the school in relation to the teacher's need for help and advice? Where is the ESL teacher?
4) Why is the science teacher alone?
5) Why doesn't the teacher know the research about the time needed and the best ways to learn a second language?
6) Is the teacher saying that he will be "competent" (and therefore, do a good job) once the ELLs leave the class?
7) What is the ESL or language policy? Where is it?
8) Good intentions are not enough!

Cummins continued to ask questions about this and other, similar contexts in which ELLs find themselves in the US, Canada, and other countries: What do the teachers need to know to be able to teach ELLs? The school systems, he stated, need to be questioned, and the power relationships need to be challenged by teachers, parents, and students. After all, the research has been out for at least twenty years! Why do we spend our tax money on time and resources to write and implement policies rather than on teaching the teachers what they will need to know? School contexts (teachers, administrators, etc.) all need to be better informed, and accountability needs to be high, when it comes to the success of English language learners. We all have lived or worked in school districts where these are the exact same problems. For example, the minimum time needed to learn academic language (CALP) is very often longer than 5 to 7 years. Why?—Are "good learning conditions" present? (e.g., materials, trained teachers, support of L-1 language and culture, affirmation of students' identify, etc.).

He cited research by Collier and Thomas and other researchers that explain about the time needed for ELLs to "catch up" to peers in language and academic achievement. He also referred to debates about the effectiveness of bilingual education, the need for schools to affirm student identity, the importance of the development of L-1 for successful development of L-2, language policy in schools (and the new book by David Corson about this), the need to focus on meaning when teaching language, and many other related (and important) topics. In sum, it was a very scintillating, informative, and enjoyable session, and the full-to-standing-room auditorium of convention attendees responded very enthusiastically for having had the opportunity to hear Jim Cummins speak one more time.

Wong-Fillmore Informs Practice

Regarding language and literacy development in L-1 and English, Lily Wong-Fillmore began by stating that we are not doing too well in either L-1 or L-2. In L-1, development of L-1 is not often a major goal; L-1, "is seen as a stepping stone to English. In L-2 (English), we do okay up to third grade, and then there is, "the infamous fourth grade dive in performance." She asked, "What happens to LEP kids after 3rd grade?"

So, what do we need to know? Wong-Fillmore lists several things. We need to know the following:

1) Language and literacy development for both L-1 and L-2 is possible.
2) Neither L-1 nor L-2 can be learned without external (instructional) support.
3) Language is not a unitary, homogeneous skill.
4) Students must acquire the academic forms of both L-1 and L-2 to be fully educated.
5) The most reliable sources of academic English or Spanish (or other languages) are written texts, but they are not the only sources. Kids also bring a rich storehouse of language when they come to school.
6) Children do not ordinarily learn the academic forms of a language without discussion and support from knowledgeable others (and school is where most kids

CONTINUED ON PAGE 18

Cummings and Wong-Fillmore

Continued from page 17

learn these forms).

7) The purpose of texts up to 3rd grade is to teach reading (i.e. language used is simplified and not typical of academic texts).
8) The purpose of texts after 3rd grade is to teach subject matter, so language is more complex and there is meaning; exposure to this language and attention to how it works is necessary.
9) Few children learn academic language at home. The ability to think, interpret and use language, e.g. in literacy events, is learned at school.

Taking the audience to the next step—supporting the development of academic language—Wong- Fillmore made several recommendations. She urged the audience to teach second language students the many registers, structures, and genres of academic language that are not made explicit in subject matter books. This is especially critical, she said, when second language students enter 4th grade and begin to use subject matter textbooks that do not have the learning support or scaffolding that K-3 books had when they were used primarily for teaching the language.

Participants laugh and learn listening to Dr. Krashen.

Wong-Fillmore pointed out that academic forms of language are ordinarily learned with discussion and support from persons who know academic language in school through literacy activities that focus on learning to read and write and on how language works in subject matter texts. Teachers should focus on a variety of features of academic language, including its vocabulary, grammatical structures, cohesive devices, rhetorical devices, and phraseology (natural, idiomatic ways of using L). In other words, no matter what subject matter is being taught in the education of bilingual students, teachers need to also teach the language of instructional purposes, both in classroom discourse and textbooks. Wong Fillmore called attention to five ways in which teachers can support and discuss academic language with students:

- Call students' attention to how language is being used and how it works.
- Go beyond discussions of meaning and interpretation in texts and focus on actual words, phrases, expressions, and grammatical devices used for rhetorical and aesthetic effect.
- Provide children opportunities to participate in classroom discussions of subject matter in more and more sophisticated and mature forms of academic language and provide all the help that children need.
- Provide children with helpful, timely and useful feedback on their efforts. Without corrective feedback, kids can't tell how they are doing.
- Provide many opportunities for students to use the language (oral and written) in more and more sophisticated ways in instructional activities. Students need to be pushed to go beyond communicative tasks that they can achieve easily enough without help.

She concluded with a demonstration of how a teacher can support the academic language of a text using a Spanish/ English bilingual example from *Sky Bear/La Osa de los Cielos*, in the new Scott Foresman Reading, Picture This, and *Lectura Déjame Ver*. This featured session is so timely for the education of bilingual children, especially in these days of rigorous standards, achievement tests, and success in standardized exams that require comprehension and extrapolation of so much academic language.

Editor's Note: *If you were unable to attend NABE 2000, you can still access the cutting-edge information delivered by powerful speakers. Audio cassettes of Cummins' presentation, Challenging Dogmatic Assumptions (order number NABE00-FS08), and the Cummins and Fillmore's session, Language and Education: What every Teacher (and Administrator) Need to Know (order number NABE00-FS10A) can be ordered at very reasonable prices through Copycats. Mail or fax your order to: Copycats, 6110 E. Mockingbird Lane, Suite 102 – PMB 101, Dallas, Texas, (214) 807-4290 or Fax: (214) 696-2287. See partial order form in this issue or e-mail NABE at: <nabe_news@nabe.org> for a complete order form.*

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Upcoming Events

Summer Institutes for Language Teaching Professionals—Eight Language Resource Centers supported by the Department of Education will offer institutes on language teaching and learning. Topics include developing materials and resources for less commonly taught languages, using technology in second language teaching, developing second language assessment tools, business language for high school, teaching second language learning strategies, and strengthening language teacher preparation programs. A complete list of summer institutes sponsored by the centers is at: <http://nflrc.msu.edu/>.

June 4-7, 2000—National Association for the Education of Young children's Conference, "National Institute for Early Childhood Professional Development," San Francisco, California. Contact NAEYC at 1 (800) 424-2460 or visit <http://www.naeyc.org>.

June 9-11,2000—Teachers of English to Speakers of Other Languages Southwest Workshop, "TESOL Academy 2000" San Antonio, Texas sponsored by Teachers of English to Speakers of Other Languages. Call Stephen Grady (703) 836-0774 or visit <http://www.tesol.edu>.

June 15-16, 2000—Conference for Diverse Learners in Secondary Schools, Texas Education Agency/Bilingual Education Programs, Austin, Texas. Topics include: program designs for comprehensive instruction in middle and high school; state assessment requirements for limited English proficient students; promising instructional practices for content areas; programs for newcomers; literacy across the curriculum and more. For more information contact: Elena Mendez at (361) 561-8612 or cindy Ferdin (361) 561-8602.

June 26-August 4, 2000—NEH Summer Institute for Teachers of Spanish to Spanish Speakers, the University of California at Los Angeles. For more information, visit <http://www.cal.org/public/sns.htm>.

July 10-14, 2000—World Cultures 2000 Institute (Social Sciences), The University of Hawaii. This institute is designed for professionals, teachers, staff, and students in social sciences. Participants will rotate through four cultural modules: Chinese, Filipino, Hawaiian, and Micronesian (FSM) learning about one culture per day. For registration information, visit the Web site <http://www.pae.hawaii.edu> or call 1-800-862-6628.

July 16-19, 2000—National Two-Way Bilingual Immersion Conference. Hyatt Regency Hotel, Long Beach, CA. Contact Marsha Vargas at (562) 985-5809 or visit their Web site <http://www.clmer.csulb.edu>.

July 17-21, 2000—School-wide Programs Summer Institute will emphasize how Title I and CSRD Programs can collaborate. Topics include: how to conduct a comprehensive needs assessment, selecting research-based programs, and writing a school-wide plan. Schools with successful school-wide programs will share their stories. For more information, contact Jane Griffin at 800-755-3277 or email: jgriffin@serve.org.

Senate H.E.L.P. Committee Votes Out ESEA Bill —

Senate Floor Vote Expected Early May

by Patricia Loera, Esq.

On March 9, 2000, the Senate Health, Education, Labor and Pensions (HELP) Committee approved S.2, *The Educational Opportunities Act.* S.2 rewrites the landmark 1965 Elementary and Secondary Education Act (ESEA) which includes the federal Bilingual Education Act. The bill approved by the committee significantly scales back the federal commitment to ensure that every child, especially poor children, has access to a high quality education. The bill includes block grants and a thinly veiled attempt to create vouchers through portability language included in Title I.

This article will summarize the Committee's proposed base bill as well as report the amendments offered to the base bill at the Committee markup. This article will also outline the next steps for the legislation. At the time of the writing of this article, S.2 is likely to be scheduled for floor debate the week of May 02, 2000.

S.2 "The Educational Opportunities Act"

On March 1, 2000, the Chair of the HELP Committee introduced S.2, *The Educational Opportunities Act* as a single, comprehensive bill reauthorizing the ESEA. This measure reauthorizes all the major federal education programs including Title I, the cornerstone of federal support for poor and academically at-risk children and Title VII, the Bilingual Education Act.

Title I PART A—HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS

The previous reauthorization of Title I, which occurred in 1994, made major changes in the program regarding standards and assessments and set out a seven-year timetable for achieving them. Most of these changes have been retained, and several additional provisions have been added. The key changes are outlined below.

Testing of LEP Students. The bill includes a requirement that all LEP students attending school in the U.S. for three consecutive years be tested for reading and language arts achievement with an English instrument.

Adequate Yearly Progress. Adequate Yearly Progress will be defined in a manner –

(i) that is sufficient to achieve the goal of all children served under part A meeting the State's proficient and advanced levels of performance within 10 years;

(ii) results in continuous and substantial academic improvement for all students, including economically disadvantaged and limited English proficient students, *except that this provision will not apply if the State demonstrates to the Secretary that the State has an insufficient number of economically disadvantaged or limited English proficient students*;

(iii) based primarily on State standards and assessments and will include specific State determined yearly progress requirements in subjects and grades included in the State assessments; and

(iv) linked to performance on the assessments and also permits progress to be established through other factors which are determined by the State.

School Improvement. A local educational agency (LEA) will identify any school that for 2 consecutive years failed to make adequate yearly progress. For a targeted assistance program, an LEA may review the progress of only those students in the school being served.

Corrective Action. Consistent with state and local law, the state education agency (SEA) and LEA, after providing technical assistance, must take corrective action. Such corrective actions include:

(i) Instituting and fully implementing a new curriculum that is based on state and local standards, including appropriate research-based professional development for all relevant staff that offers substantial promise of improving educational achievement for low performing students.

(ii) Restructuring the school, by making alternative governance arrangements (such as the creation of a public charter school) or by creating schools within schools or other small learning environments.

(iii)Reconstituting the school staff.

(iv) Decreasing decision making authority at the school level.

(v) Authorizing students to transfer to other public schools served by the LEA, including providing transportation costs.

The LEA may defer, reduce, or withhold funds, restructure or abolish the school. An LEA may delay corrective action, for up to one year, if the LEA believes that the school is meeting the adequate yearly progress requirements. Prior to implementing any corrective action against an LEA, the SEA will hold a hearing for the affected LEA. The SEA must publish and disseminate to parents and the public information about any corrective action taken.

Early Childhood Education. An LEA may use Title I, Part A funds for preschool services. Early childhood education programs may jointly operate with Even Start, Head Start, or state-funded preschool programs.

Title I PART C—EDUCATION OF MIGRATORY CHILDREN

The Migrant Education program provides grants to state educational agencies to develop or improve educational programs for migrant students. The bill builds upon current law to ensure that migratory children have the opportunity to attain high levels of educational excellence. The bill includes language ensuring that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state imposed student performance and content standards. The bill also includes a requirement to have joint planning efforts between migrant education programs and bilingual education.

Most important, the bill establishes a national system for electronically exchanging migrant student information which shall include: immunization records and other health information; elementary and secondary academic history (including partial credit); credit accrual; and results from State assessments; other academic information essential to ensuring that migrant children achieve high standards; and eligibility for services under the Individuals with Disabilities Education Act.

Title II—PROFESSIONAL DEVELOPMENT FOR TEACHERS

The bill takes the current Eisenhower Professional Development Program and the Class Size Reduction initiative and combines them into one block grant to the states based on 50% poverty and 50% student enrollment. In addition, the proposed block grant would eliminate any guaranteed source of funds for professional development. S. 2 would drop even this minimum guarantee and instead would permit LEAs to spend virtually all funds on signing bonuses or alternative certification programs. The bill also does not require that, within a reasonable period of time, LEAs hire only teachers who are fully licensed and certified under state law. Every student, in every classroom, has the right to be taught by a fully qualified teacher.

As class size is reduced, students receive more individualized attention and instruction, teachers are better able to handle classroom discipline, and parents and teachers work more closely together to support students' education. Combining class size reduction with other programs and eliminating a dedicated funding stream will undermine its effectiveness by failing to achieve the goal of hiring 100,000 qualified teachers.

The bill does address the national need for leadership training by including a competitive grant program for leadership education and development and authorizing $100 million for the initiative. SEAs, institutions of higher education, LEAs, and nonprofit educational organizations will be eligible to apply for grants for the purpose of providing professional development services for elementary and secondary school educators, principals, superintendents, and others in leadership positions within the state to develop and enhance their leadership skills. Grant funds shall be used for activities that include: providing school leaders with effective leadership, management, and instructional skills and practices; enhancing and developing school management and business skills; improving the understanding of the effective use of technology; encouraging highly qualified individuals to become school leaders; and establishing sustained and rigorous support for mentorship and developing a network of school leaders within the state. In making grants, the Secretary must give due consideration to equal representation of rural and urban communities and school districts.

Title V—EDUCATIONAL OPPORTUNITY INITIATIVES

This title includes the majority of all the programs authorized under the current Title X of the Improving America's Schools Act like Magnet Schools, Technology in Education, Fund for the Improvement of Education. We are concerned that the Regional Comprehensive Assistance Centers were not included in this Title. It is unclear whether the Committee intentionally left the Centers out or if they plan to include them under the OERI reauthorization. It is critical that our elected officials understand the important technical assistance the Centers provide, particularly in improving educational opportunities for LEP students.

Title VI—INNOVATIVE EDUCATION

This title includes the "Straight A's" block grant proposal. Straight A's would grant Governors the authority to combine into a block grant almost all ESEA programs, including Title I, migrant education, professional development, class size reduction, education technology, and rural education. "Straight A's" would undermine

211

CONTINUED ON PAGE 22

ESEA BILL

CONTINUED FROM PAGE 21

positive reform efforts by failing to maintain fiscal and programmatic accountability, eliminating targeting of programs to specific needs, and diluting distribution of funds to schools based on financial need. It would completely shift decision-making about use of federal funds from local schools to governors, who could decide to spend funds on just charter schools or private and religious schools. NABE strongly opposes Straight A's and urges this provision be stricken from the bill.

Title VII—THE BILINGUAL EDUCATION ACT

Part A. The Bilingual Education Act

NABE is supporting Chairman Jeffords' Bilingual Education proposal. The bill continues federal policy requiring that schools enable LEP students to achieve to high academic standards while also developing their ability to understand, speak, read and write English at the same level as native English speakers. The proposal also:

- Continues support for federal bilingual education programs that promote dual language development for *all* children, regardless of their native language;
- Continues support for recruiting and training bilingual/ESL certified teachers;
- Reauthorizes the National Clearinghouse for Bilingual Education;
- Includes strong accountability provisions requiring schools to test LEP children with English language proficiency tests on an annual basis to monitor student progress in learning English;
- Requires Title VII grantees to conduct an annual, rather than biennial, evaluation to determine the extent to which LEP students are achieving to state academic standards;
- Gives priority to schools that experience a dramatic increase in the number or percentage of LEP students and have limited or no experience in serving LEP students; and
- Authorizes an increase in the minimum funding level from $100,000 to $200,00 for the states grants program.

Part B. Foreign Language Assistance

Incentive payments will be authorized as well for schools that offer programs designed to lead to communicative competency in a foreign language. Adds provisions giving special consideration to grant applications which make effective use of technology, promotes innovative activities, or are carried out through a consortium including the grantee and an elementary or secondary school.

Part C. Emergency Immigrant Education

Increases the fiscal year 2001 authorization level to $200 million.

Title IX—INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

The bill continues to make grants available to schools operated or supported by the Bureau of Indian Affairs and allows local educational agencies to provide an increased range of services to include those that: (1) promote the incorporation of culturally responsive teaching and learning strategies; (2) incorporate American Indian and Alaska Native specific curriculum content into the curriculum; (3) promote coordination among tribal, Federal, and State public schools in areas that will improve education; and (4) offer family literacy activities.

The reauthorization bill gives local educational agencies that receive formula grants under Part A the ability to commingle all of the federal funding they receive for educating Indian children—regardless of which agency provides it—into one coordinated, comprehensive program to meet the specific needs of Indian children. The reauthorization bill also authorizes the provision of family literacy services for Indian, Native Hawaiian, and Native Alaskan students, limits administrative costs to 5%, and consolidates a number of programs under Part B: Native Hawaiian Education and Part C: Native Alaskan Education.

Amendments at Committee Markup

Over a four-day period (March 1, 7, 8, and 9, 2000), the HELP committee debated and voted on over 38 amendments to the base bill. In addition, the committee also debated several of the 56 additional amendments that were withdrawn from committee consideration.

The following is a short summary of the amendments NABE supported or opposed at the committee markup. A full listing of all the S.2 amendments can be obtained by visiting, <http://www.senate.gov/~labor/legisl/106a/106a.htm>.

NABE was very pleased with the successful passage of two of Senator Bingaman's amendments. Senator Bingaman's *"School Dropout Prevention"* amendment authorizes $150 million for the National Dropout Prevention Act of 1999 to reduce dropout rates, particularly among Hispanic and Native American students.

NABE also strongly supported Senator Bingaman's College Affordability and High Standards/Advanced

212

Placement amendment. This amendment provides $25 million in funding two grant programs to help schools increase student participation, availability, and access to advanced placement courses and exams, specifically as it pertains to rural and low-income areas.

Unfortunately, there were also many objectionable amendments that were offered and passed in committee. The two major objectionable amendments are:

Vouchers/Portability. Senator Gregg (R-NH) sponsored an amendment allowing 10 states and 20 local educational agencies (LEAs) to turn Title I into a "portable" program allowing students who qualify for Title I services to receive a voucher instead. The funds would move with the students if they transferred to another public school and could be used to purchase services from a private school. NABE opposes using Title I money to create a limited program of school vouchers.

Block Grants. The base bill and an amendment sponsored by Senator Gregg known as *Straight A's* allows Governors to roll Title I and most other federal programs like Migrant Education, Homeless Assistance grants, Event Start, and Vocational Education grants into block grants if the governor enters into a 5-year performance agreement. Senator Gregg's amendment also created a Straight A's 15-State Demonstration Block Grant. This amendment added another Straight A's block grant to S. 2. This amendment is a 15 state demonstration project that includes no protection for targeting or other provisions in Title I. It also adds Perkins as a program that states can block grant. NABE opposes block granting important programs that target the most economically disadvantaged students and schools.

There were also several amendments that NABE supported but failed in committee. Those amendments include:

Teacher Training. The base bill incorporated the *Teacher Empowerment Act*, which combines class size reduction program with Goals 2000 and Title II, Eisenhower Professional Development program into a mini block grant. This proposal harms all our efforts to ensure that every child has a qualified teacher in their classroom. NABE opposed this provision and instead supported Senator Kennedy's substitute amendment enabling states and districts to place a qualified teacher in every classroom through high-quality professional development, mentoring, and recruitment. This amendment failed along party line votes.

School Construction. This amendment authorized $1.3 billion in federal financial assistance for the urgent repair and renovation of public elementary and secondary schools in high-need areas through both grants and loans.

Migrant Children. This amendment offered by Senator Bingaman would have exempted the Migrant Education Program from the Straight A's block grant proposal included in the base bill.

NABE also supported three other amendments that were withdrawn from committee consideration for a variety of strategic purposes. NABE expects these amendments will be offered on the Senate floor when the bill is debated. These amendments are:

Senator Wellstone's High-Stakes Testing Amendment. This amendment ensures that a single test score may not be used as the sole indicator for making high-stakes decisions about students. Senator Wellstone will introduce this amendment as a stand-alone bill and offer it as an amendment when S.2 is debated in the Senate.

Senator Wellstone's Local Parent Information Centers Amendment. This amendment establishes funds for local family information centers operated by non-profit parent organizations in Title I schools and high-poverty areas. This is one of NABE's priority amendments. Senator Wellstone pulled this amendment from Committee consideration when a Republican Senator indicated he was interested in working out the amendment for the Senate floor.

Senator Reed's Puerto Rico Funding. This amendment modifies Title I part A formula for grants to Puerto Rico to raise funding levels to equal those of the rest of the states. It is unclear whether the Senator will introduce this amendment on the Senate floor. This language is already included in the House version of the ESEA reauthorization bill, H.R. 2.

Senator Reed's Amendment to Clarify Priorities. Last, Senator Reed introduced an amendment to Title VII, the federal Bilingual Education Act to clarify the priority for schools enrolling large numbers of LEP students. This amendment was introduced given the new priority included in Title VII for schools with little or no prior experience serving LEP students and for schools enrolling under 10,000 students. This amendment was pulled from committee consideration and included in the manager's technical amendments.

Next Steps in the Legislation

As of the date this article was written for the NABE News, the H.E.L.P. Committee had not filed the Committee Report necessary to schedule the bill for a floor debate and vote. NABE anticipates the bill may be scheduled for a floor debate as soon as the week of May 2, 2000. The debate on the bill will continue for numerous

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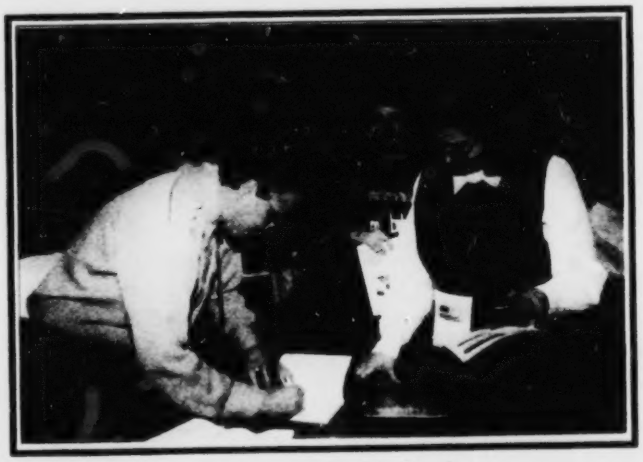
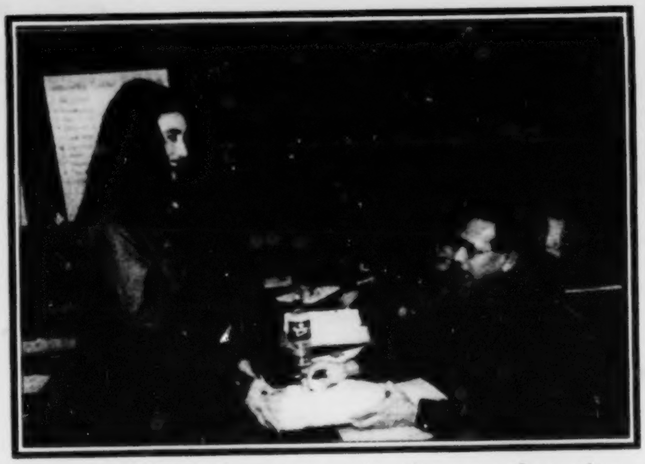
Using our Hands, Music, and Stories to Teach

Leon Rattler explains the Seeds of Culture Curriculum.



Author Gary Soto autographs his books.

Using our Hands, Music, and Stories to Teach...



Evangelina Diaz demontrates hands-on mathematics teaching.

Juan Carlos and Jeana Uereña share their original bilingual songs for children.

After working hard, participants party!

214

Theory and/Practice in Bilingual Education

Column Editor: Dr. Lucy Tse, Arizona State University, Tempe, AZ

Filipino Parents' Attitudes Toward Bilingual Education

By Francisco Ramos, University of Southern California

Immigrant parents are faced with the important decision of choosing the type of program that will best meet the language needs of their children at school. The significance of this determination can't be overlooked, because it entails consequences for the linguistic and academic success of their children.

Some studies have investigated the attitudes of immigrant parents of different ethnicities toward bilingual education. For instance, Shin and Gibbons (1996) examined the opinions of Hispanic parents, Shin and Lee (1996) analyzed those of Hmong parents, and Shin and Kim (1998) explored the attitudes of Korean parents. The results of these examinations showed strong support for the underlying principles of this program.

The Study

The objective of the present study was twofold: to investigate Filipino parents' attitudes about bilingual education and to examine whether parents' opinions on this issue are affected when they are given explanations of the underlying principles of such programs. The study was carried out at an elementary school in a large southern California school district. It was part of an effort to gather empirical data in order to create a Saturday Pilipino Enrichment Program. An analysis of the results was included in the final draft of a Title VII grant written by some of the program participants.

The school's Filipino population, one of the largest in the district, makes up 10-15% of the total student enrollment. Although this percentage has remained stable over the years, the school has never implemented any kind of bilingual program for its Filipino limited English proficient students. Support in Pilipino was provided, if and when necessary, by BCLAD Pilipino teachers.

The instrument utilized in this project was the survey developed by Shin and Lee (1998) for their study with Hmong parents; only one adaptation was made: "Hmong" was replaced with "Filipino" (ethnicity) or "Pilipino" (language) as needed. One survey per child was mailed to the homes of Filipino students enrolled at school. Also enclosed was a letter explaining to the parents the importance of completing the survey in order for the school to better meet the needs of their children. The total number of Filipino students enrolled at the school was 151, but since several of them had siblings, parents were informed to complete only one survey per family. As a consequence, the number of potential responses was reduced to 111.

A first set of 56 surveys was returned to the school within the first two weeks after the mailing took place. Four days after receiving the last response, the five Filipino teachers working at school were asked to make follow up calls. Those parents who had not returned the survey were informed that the school intended to establish a Saturday Pilipino Enrichment Program, which included instruction in both Pilipino and English, and they received an explanation of the rationale for bilingual programs. However, no amount of pressure was placed on parents to influence their responses. A second set of 22 surveys was returned in the next few days. Overall, 78 surveys were returned, at approximately a 70.3% return rate.

The first 56 subjects who returned the surveys comprised the control group, while the second 22 comprised the experimental group (reliability = .72). When the differences between the two groups were analyzed, only two variables—*education level of the mother* (level of education was treated as a continuous variable) and *number of adults at home* were found to be statistically significant (chi square = 8.2; $p < .05$, and chi square = 11.32; $p < .01$, respectively). However, a later analysis using t-tests showed no significant differences between the groups. Table 1 describes some of the demographic characteristics of the participants.

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CONTINUED ON PAGE 26

CONTINUED FROM PAGE 25

Table 1

Length of residency in the U.S.			
		Less than one year:	2.7%
		One to three years:	13.3%
		Four to seven years:	18.7%
		More than seven years:	65.3%
Educational background			
	Father:	Less than high school:	5.8%
		High school:	14.5%
		College:	66.7%
		Graduate school:	13.0%
	Mother:	Less than high school:	1.4%
		High school:	16.7%
		College:	69.4%
		Graduate school:	12.5%
English proficiency			
	Father:	Some:	12.3%
		Fluent:	46.6%
		Very Fluent:	41.1%
	Mother:	Some:	9.0%
		Fluent:	38.5%
		Very Fluent:	52.6%
Average family income			
		Less than $1,000 per mo.:	14.1%
		$1,001-$2,000:	42.3%
		$2,001-$3,000:	26.8%
		$3,001-$4,000:	8.5%

Analysis

As shown in Table 1, a majority of the parents (84%) had lived in the United States for a minimum of four years, and a high 65.3% for more than eight years. Regarding their educational background, 66.7% of the fathers and 69.4% of the mothers had attended college. As for their English proficiency, 87.7% of fathers and 91.1% of the mothers considered themselves either fluent or very fluent. Finally, their average family income was more than $2,000 a month. This self reported data portrayed, unlike previous studies on the topic, a very stable population, highly educated, and already fluent in English.

The subjects' responses to the questions relating to the underlying principles of bilingual education were contradictory. When asked whether they thought that developing literacy in the primary language facilitated the acquisition of English, 37.2% of the respondents agreed with the statement, 41% disagreed, and 21.8% did not know (chi square = 2.842; p >.05).

However, when asked whether they thought teaching subject matter in Pilipino helped children keep up in subject matter while acquiring English, parent responses before and after the explanatory phone call varied greatly, as shown in Table 2.

Table 2

"Teaching subject matter in Pilipino helps children keep up in subject matter while acquiring English."

	Agree	Disagree	Not sure
Control group	36.5%	38.5%	25.0%
Experimental group	76.9%	7.7%	15.4%

(chi square = 12.2; p <.01)

The fact that the population in this study was stable, highly educated, and already fluent in English might help explain the aforementioned contradictions. It is very likely that parents considered themselves able to teach their children Pilipino at home; therefore, they did not think it was necessary to develop the language at school. However, they probably thought it was a good idea for teachers to use Pilipino at school in order to reinforce the more complicated concepts studied in content area classes.

Table 3

"If your child is not proficient in English, would you prefer him/her to be enrolled in an English-only classroom or a bilingual classroom where both Pilipino and English are used as a medium of instruction?"

	English-only	Bilingual	Not sure
Control group	50.0%	32.7%	17.3%
Experimental group	15.4%	76.9%	7.7%

(chi square = 13.68; p <.01)

Finally, Table 3 reflects the variation in subjects' responses to their choice of an English-only or bilingual program for their children.

Although support for bilingual programs seemed to be strong, it should be noted that, since the Pilipino program was to be held on Saturdays, it didn't detract from instruction taking place during the regular school day. This factor might have influenced some parents' decision to show more support for the bilingual program.

In light of these responses, it seems necessary to continue investigating and expanding our knowledge of parent attitudes toward bilingual education. At the same time, it is also necessary to start explaining the rationale and

CONTINUED ON PAGE 28

Reflections on a Learning Experience: NABE 2000

By Beti Leone, Ph.D. and Rene Cisneros, Ph.D.

What better location than San Antonio, Texas, to celebrate and dialogue on the theme of the NABE 2000 Annual Conference: The Power of Language! The Power of Language is figuratively inscribed and read throughout the city of San Antonio: the Henry B. Gonzalez Convention Center, The Tower of the Americas, the high rise banks and hotels, *La Catedral de San Fernando* and Navarro Street, and Mexico's National University—UNAM, the German homesteads and the Alamo. The San Antonio Riverwalk and its arched bridges lace the charm and dynamics of Old World and New World cultures blended into a live statement of the Power of Language in all its forms and functions, secular and spiritual, public and private, functional and pedagogical.

Yes, San Antonio and much more, contributed to the success of the NABE 2000 Annual Conference. NABE thrived and was simply itself in a most natural setting. Close to seven thousand attendees—teachers, parents, students, administrators, writers, researchers, and publishers from around the country— met to share the latest professional and practical information for the education of bilingual students from multiple languages and cultures. Their goal: to better serve minority students—the fastest growing segment of the student population in the United States. The NABE 2000 Annual Conference was a live, concrete, walking and talking, flesh and blood statement of the Power of Language.

Brief Highlights

If you missed the NABE 2000 Annual Conference, the following are selected highlights to inform and motivate you to reach out to colleagues for updates.

Language and Content. Deborah Short (Center for Applied Linguistics) and Jerry Toussaint (North Carolina Department of Education) enlightened the audience with the training model they designed in second languages, cultures, and assessment for content methodology college faculty in the state of North Carolina. The model relates content standards to teaching LEP students and utilizes exemplary public school teachers of LEP students in the process. While the national increase of students from other languages and cultures has been 10%, it has been 450% in the state of North Carolina. Visit the North Carolina State Department of Education Web site, www.dpt.state.nc.us/, and use the search function to read more about this and other second language programs.

Padres Workshop. Patricia Jaramillo and Rita Felix, parents of bilingual children and trained facilitators for PADRES Workshops, skillfully engaged parents in the audience, while they demonstrated a session on study skills and goal setting entitled *Poco a poco se anda lejos*. Through role playing and other interactive activities, the audience experienced a deeply moving session on how to create bonds and nurture learning for their children at home. For information, write Barragan, Felix, Jaramillo, and Padilla at Ysleta School District, Ysleta, Texas.

Dr. Kenji Hakuta from Stanford takes time for one-on-one conversation.

Cambodian Bilingual Texts. Outey Khuon and Mory Ouk moved the audience with an account of the odyssey they experienced when producing Cambodian/English bilingual textbooks for 6,000 students and parents and teacher educators in California. The grass roots project included printing and illustrating the first Khmer books by hand, later on acquiring a typewriter with the Khmer script, and eventually using more advanced computer technology— all of this while teaching full-time. Contact Outey Khuon and Mory Ouk at the Folsom Cordova Unified School District, Rancho Cordova, California, 95670.

Bilingual Materials. Alma Flor Ada, F. Isabel Campoy, and Suni Paz—writers, poets, composers, and singers of Spanish and English bilingual materials—commanded a polyphonic performance in their session "Author's Journey." They articulated their experience of writing as a journey and explained the creation of their quality (literary and artistic) illustrated bilingual books for children. Suni Paz, who set to music many of the poems for children written by F. Isabel Campoy, persuaded the audience to sing several of the catchy, yet beautiful melodies, including "*No te olvides, no, /de decir familia, /de decir amigo, /de hablar español,*." (F. Isabel Campoy,1998), a song urging children to not forget their families or the Spanish language. Contact them at Del Sol Publishing (888) 335-7651.

CONTINUED ON PAGE 28

REFLECTIONS ON A LEARNING EXPERIENCE

CONTINUED FROM PAGE 27

A Two-Way Immersion Program. In the two-way language immersion program at Sunset K-8 Charter School in Fresno, California, language minority and language-majority students work together to become fully proficient in each other's languages. Alicia Estigoy, principal, and Olivia Dominguez, program manager, of the Sunset Two-Way Immersion Program in the Fresno Unified School District, addressed three major program components—the upgrade of instructional materials and technology, the reform of staff development and assessment, and the restructure of curriculum, instruction, and parent education.

In the area of student performance, the Sunset dual immersion evaluation data indicated gains in reading, language, and mathematics, and improved English and Spanish language proficiency levels. By grade two, non-English language students made improvements in reading (50%), language (38%), and mathematics (33%) on a standardized norm referenced test, SAT 9. On the Spanish language test, SABE/2, a **larger percentage** of students made gains in mathematics (61%), language (34%), and reading (23%). Students also made progress toward becoming fluent in Spanish and English and mastering grade level curriculum. By grade two, students performed as well as the comparison group on language arts standards. A higher percentage of Sunset students than students at a comparison school met proficiency levels in mathematics.

The presenters' report confirms what the California Department of Education states, "Both research and experience demonstrate that a second language is learned in a manner that approximates how the first language was acquired, by using the language to meet real needs. Experience with two-way immersion has shown overwhelmingly positive effects for such programs."

Guidelines for Dual-Language Programs. In a packed session, Elizabeth Howard and Michael Loeb from the Center for Applied Linguistics in Washington, D.C., provided guidelines for the design and implementation of dual language immersion programs at the elementary and secondary levels. They delved into the details of the pragmatics of planning and implementing all aspects of immersion programs, challenges involved, and recommendations for meeting these challenges.

NCBE Poster on LEP Statistics. A colorful highlight of the convention was the poster given out by the National Clearinghouse for Bilingual Education (NCBE), entitled "The Growing Number of LEP Students," showing statistics on growth by state, language, density, and other variables and conveying information "about our multicultural, multilingual nation." Also available from NCBE was a set of sample lesson plans for grades 3 to 6, illustrating math (place value, numeration), social studies (demographics, migration, immigration, settlement patterns); concepts and technologies, and other conceptual and critical steps along the way. Sample objectives include understanding acronyms, reading maps, locating states and countries, collecting data and making a pictograph to present the data, interviewing family members, and several other useful ideas. Contact: 1-800-321-NCBE for more information.

In conclusion, these are just a few highlights of the NABE 2000 Convention in San Antonio, February 14-19. We hope you can make it next year! It will be held in Phoenix, Arizona, from February 20-24, 2001. Visit <http://www.nabe.org> after September for more information.

- NABE

THEORY AND PRACTICE

CONTINUED FROM PAGE 26

underlying principles of these programs to them. In this study, one of the aspects that stood out most in the responses of Filipino parents was their lack of information regarding the content and rationale of bilingual education programs. As a matter of fact, when asked if they had ever received any information about native language instruction programs, only 19.71% of the total number of parents responded affirmatively.

Acknowledgment: I'd like to thank Dr. Masunaga and Dr. Guiton for their input and suggestions.

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Note: Francisco Ramos is a Ph.D. candidate at the University of Southern California in the School of Education's Language, Literacy, and Learning program.

- NABE -

READ NATURALLY combines the research-proven strategies of teacher modeling, repeated reading, and self-monitoring of progress to accelerate the reading achievement of ESL, special education, Title I, and mainstream students. ◆ **READ NATURALLY** combines the research-proven strategies of teacher modeling, repeated reading, and self-monitoring of progress to accelerate the reading achievement of ESL, special education, Title I, and mainstream students. ◆ **READ NATURALLY** combines the research-proven strategies of teacher modeling.

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Seminar Speakers

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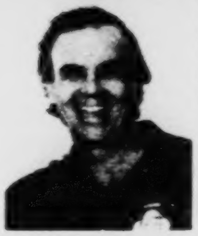
Jan Hasbrouck, a professor at Texas A & M University, has had extensive experience working with students from kindergarten through college. She was a language arts Title 1 specialist and administrator for 15 years and worked at the University of Oregon for six years. Widely regarded as an outstanding presenter, she has extensive experience using the READ NATURALLY strategy and helping educators design and implement effective instructional programs for low-performing students.



Kevin Feldman, Director of Reading for the Sonoma County Office of Education and Adjunct Professor: Special Education at Sonoma State University, has extensive experience developing, teaching, and presenting programs related to literacy and prevention of reading difficulties. He is an expert in reading strategies like READ NATURALLY that accelerate the reading achievment of "at risk" students.

You will receive...

- Seminar packets including research, guidelines for assessment, stories for assessment, sample graphs, super reader certificate, teacher responsibility sheet, bibliography and teaching and classroom management tips for implementing the READ NATURALLY program ($25.00 value).
- READ NATURALLY poster that shows the steps of the strategy ($8.00 value).
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- A timer-for those who register by June 1, 2000 ($10.00 value).

You will learn...

- The importance of attaining fluency and how fluency directly correlates with comprehension.
- To solve your students' sight word problems.
- To individualize instruction in a group situation.
- To tape stories with which students can actually read along.
- To significantly improve your students' test scores.
- To use the READ NATURALLY strategy as an ongoing assessment and conferencing tool.

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6-26, Boston, MA, Holiday Inn Newton
6-27, Albany, NY, Holiday Inn—Turf on Wolf Rd.
7-10, Portland, OR, Holiday Inn Portland Airport
7-17, Seattle, WA, Holiday Inn Sea Tac
7-20, Houston, TX, Holiday Inn Willowbrook
7-25, San Jose, CA, Holiday Inn Silicon Valley
7-27 Dallas, TX, Holiday Inn Select LBJ NE
7-28, Sacramento, CA, Holiday Inn I-80 NE
8-4, San Diego, CA, Holiday Inn N. Miramar
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Seminar Location ______________________ *Circle the level you would like to receive. 1.0 1.5 2.0 2.5 3.0 3.5R 4.0 4.5R 5.0 5.6 5.8/6.0 7.0 .8 (word fam./s.v.) 1.3 (word fam./l.v.) 1.8 (blends digraphs) 2.6 (s.v.) 2.7 (l.v.) African Amer. (3.0-4.0) Mexican Amer. (3.0-4.0) Spanish levels—1.0 1.5 2.0 2.5 Decide at the seminar*

ESEA BILL

CONTINUED FROM PAGE 23

days as we anticipate over 200 amendments will be filed on the bill.

We urge all NABE members to contact your Senators and let them know you are supportive of Chairman Jeffords' Title VII proposal but because of the Straight A's block grants, vouchers and lack of teacher quality, **urge them to *OPPOSE* S.2, *The Educational Opportunities Act.***

Urge your Senators to STRIKE the Straight A's block grants and vouchers/portability and SUPPORT the following amendments to improve S.2:

- **Support Senator Murray's Class Size Amendment.** This amendment will retain the current class-size reduction program which reduces class size for grades 1 through 3 (to 18 students per class) by assisting State Education Agencies and Local Education Agencies in recruiting, hiring, and training 100,000 teachers.
- **Support Senator Kennedy's Teacher Quality Amendment.** This substitute amendment for Title II of S.2 enables states and districts to place a qualified teacher in every classroom through high-quality professional development, mentoring, and recruitment.
- **Support Senator Wellstone's High Stakes Testing Amendment.** This amendment ensures that a single test score may not be used as the sole indicator for making high stakes decisions about students
- **Support Senator Wellstone's Local Parent Information Centers Amendment.** This amendment establishes funds for local family information centers operated by non-profit parent organizations in Title I schools and high-poverty areas. This is one of NABE's priority amendments.

Please contact NABE's Legislative Director, Patricia Loera with your feedback once you have contacted your Senators. You may reach Patricia at (202) 898-1829, by email at <P_Loera@nabe.org> or fax at (202) 789-2866.

NABE would like to thank all our Members in advance for all your efforts to ensure equity and educational excellence for LEP students.

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How to Contact Your U.S. Senator

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If you wish to write your Senator, the address is: Honorable

____
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Washington, DC 20510

If you wish to contact your Congressional representatives electronically, you may do so on the Internet at:<http://www.senate.gov/contacting/index.cfm>

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MESSAGE FOR THE PRESIDENT

CONTINUED FROM PAGE 3

the classroom and promoting "local control", a number of legislators have proposed block granting funds for programs currently authorized under the Elementary and Secondary Education Act (ESEA). For example, last year, the Dollars to the Classroom Act and the English Language Fluency Act were touted as pieces of legislation that would empower local educators with the flexibility of making decisions about how best to educate children. Some members of Congress claimed that teachers, principals, superintendents and school board members were in the best position to decide how to spend federal funds.

While the idea appears to be sound, block granting federal education monies can be dangerous It has the potential of eliminating the intent and focus of federally funded programs. For example, Title I and the Bilingual Education Act were created to address specific national concerns that have not been adequately met at the state and local levels. Title I was created to provide extra academic support to children in high-poverty communities and those at risk of educational failure. The Bilingual Education Act was enacted to provide equal access to academic learning for LEP students while they learned English. Block grants would eliminate the focus of these programs and create "general aid" to the states. For these reasons, the majority of the educational community—including NABE—opposes block grants.

Private School Vouchers and LEP Students

Again, under the pretext of supporting parental choice over their children's education, many in Congress are supporting proposals that would create federally sponsored vouchers for students. The message is that vouchers can help children escape the failure of public schools. NABE believes strongly in the American system of public education and supports its policy of inclusiveness—that public education is for all children, regardless of their religion, their academic talents or their ability to pay for their education. NABE recognizes that the majority of LEP students attend the nation's public schools and that the voucher system would most likely divert funds away from these schools and into private institutions.

Let Us Be One in Voice

Let us continue to be one in voice. Share these issues with others, particularly the members of your state and local affiliates and with your senators and representatives. If you have questions, please contact NABE's Director of Legislation, Patricia Loera, Esquire.

- NABE -

Resources For Bilingual Educators

A Nation Still at Risk. This 1999 ERIC Digest (ED429988 99) points to the fact that U.S. schools are still failing our youth and demands that changes be made. It includes dropout statistics and points to the real issue—power. It provides strategies for change.

Bridging Cultures. This study identifies areas of culture differences that arise when students from collectivist cultures interact with teachers from an individualistic culture. It provides recommendations for American teachers who need to make an adjustment when dealing with parents and students from a collectivist culture. This brief provides a framework for understanding how teachers' culturally driven values influence classroom practice and expectations. It examines specific sources of cross-cultual conflicts and illustrates some strategies for resolving them. Order #LCD-99-01, $6.00 from WestEd Pubications, 730 Harrison Street, San Francisco, California, 94107-1242. For additional information, visit <http://www.WestEd.Org>.

Building Your Baby's Brains—A Parent's Guide to the First Five Years. This new booklet describes in a clear manner what scientists know about brain development. It demonstrates how a few simple things parents do every day can make a big difference. Available on the Web site (in PDF Format), in English and Spanish, <http://www.ed.gov/americareads/resource_stext.html>. Orders for print copies cost $29.50 in quantities of 10.

Critical Teacher Shortage—A study titled *The Urban Teacher Challenge—Teacher Demand and Supply in the Great City Schools*, reveals that virtually all of the nation's big-city school districts reported that they are in great need for teachers, specially in the following content areas: mathematics (95%), science (98%), and special education teachers (98%). Another critical teacher shortage was reported in bilingual education (73%) and English as a Second Language (68%). Recruiting New Teachers (RNT) conducted this study of 40 large urban school districts for the Council of Great City Schools and the Council of the Great City Colleges of Education. The report includes district-by-district data on teacher demand and recruitment strategies used by the Great City Schools. View the document at <http://www.cgcs.org> or at the Recruiting New Teachers Web site <http://www.rnt.org>. For additional copies, contact Recruiting New Teachers, Incorporated, 385 Concord Avenue, Suite 103, Belmont, MA 02478.

Hope for Urban Educators: A Study of Nine High-Performing, High-Poverty, Urban Elementary Schools. These case studies, which informed the National Assessment of Title I, were conducted in school year 1998-99 to identify and describe the improvement strategies employed by these effective schools. They provide evidence of how schools can successfully implement the types of reforms envisioned in the 1994 reauthorization. Copies of this report are available by contacting the U.S. Department of Education's Publication Center in the following ways: Toll-free phone calls to 1-877-4ED-Pubs (1-877-433-7827), e-mail <edpubs@intet.ed.gov>; via Internet at <http://www.ed.gov/pubs/edpubs.html> or write to ED Pubs, Education Publications Center, U.S. Department of Education, P.O. Box 1398, Jessup, MD 20794-1398.

Ideas At Work: How to Help Every Child Become a Reader. This directory provides innovative examples of literacy activities that can be carried out by community and non-profit groups and includes various cultural and linguistic groups. It contains contact information. Single copies are available for free by calling 1-877-4ED-PUBS or the Web, <http://www.ed.gov/pubs/ideasatwork/ch_3.html>.

Lessons from High-Performing Hispanic Schools: Creating Learning communities. This volume, published in 1999, provides school administrators and teachers with the tools necessary to transform their schools into high-performing schools. The editors and contributing authors, Pedro Reyes, Jay Scribner, and Alicia Paredes Scribner, provide a framework for creating successful learning communities and show teachers specific classroom practices that academically motivate minority children. Roles and activities are identified for parents, teachers and administrators. ISBN 0-8077-3830-1, Paper, $23.95, plus $3.50 minimum postage and handling. Order from Teachers College Press, 1234 Amsterdam Avenue, New York, NY, 10027 or call (800) 575-6566.

Peer Reviewer Guidance for Evaluating Evidence of Final Assessments Under Title I of the Elementary and Secondary Education Act (ESEA). This publication is designed to help States evaluate their progress toward meeting requirements under ESEA for their student assessment systems. Topics include the process by which state assessment systems will be reviewed and the types of evidence that States can use to demonstrate progress toward requirements. Peer *Review Guidance* is available in MSWord [386k] and portable document format [316K] at <http://www/ed.gov/offices/OESE/cpg.pdf>.

Reading Achievement State by State, 1999. Published by the National Education Goals Panel, this report presents a decade of reading data from the National Assessnment of Educational Progress (NAEP). It is written in a clear, easy-to-understand format that enables state policymakers to monitor: educational progress over time; whether their students are performing as well as others; and the extent to which all groups of students in their state are achieving at high levels. Copies are available at no-charge from the National Education Goals Panel. They can be contacted by e-mail, NEPG@ed.gov, or by calling (202) 724-0015. The report is also available online at <http://www.negp.gov>.

READ*WRITE*NOW! The America Reads Web site provides a view of free posters available through the U.S. Department of Education. Visit the Web site, <http://www.ed.gov/americareads/kids_rwn.html>, to see the following posters available: A Map of the United States to Color; *Mi Familia*—Draw a Pictue of Your Family; Write a Letter to Your Favorite Book Character; Create a Book cover; Write a Short Book Report. Student activities are included in back of each poster.

Spanish and Academic Achievment Among Midwest Mexican Youth. Written by MacGregor-Mendoza, this slim volume (approximately 85 pages) is a study of Mexican American high school dropouts, current high school students, and college students in the Midwest. Results indicate: 1) All groups were considered to be from low SES backgrounds, but college students' fathers were more likely to have more education, better jobs; 2) Nearly everyone from all three groups said they spoke and understood English well or very well. All subjects had been in the US quite a while; 3) the more successful students were more likely to have had bilingual education. Published in 1999 by Garland Publishing Company, New York.

Announcing a New Publication in Spanish

"El ABC del aprendizaje cooperativo: Trabajo en equipo para enseñar y aprender" escrito por Ramón Ferreiro Gravié, Universidad La Salle de México, y Margarita Calderón, Johns Hopkins University.

Este libro provee la oportunidad para que los maestros de habla hispana de Estados Unidos, Latinoamérica, y España conozcan la aplicación práctica de la construcción social del conocimiento por medio de varios métodos del aprendizaje cooperativo. Este libro no es una traducción de una obra en inglés; sino que está escrito desde un punto de vista de la cultura Latina, basándose en estudios de implementación en escuelas de México y Estados Unidos. Algunos temas son:

- Antecedentes, justificación, base científica y fundamentación desde la perspectiva de Vygotsky
- Desarrollo del lenguaje, pensamiento crítico y destrezas para el trabajo colaborativo
- Funciones del maestro mediador
- Técnicas, métodos y organización del aprendizaje
- Programas para primarias y secundarias
- Sugerencias y actividades para comunidades de aprendizaje de maestros
- Como crear una escuela colaborativa.

Información y adquisición: Editorial: Trillas, México, D.F.

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Alma Flor Ada Receives Award

Alma Flor Ada, notable children's author and professor of education at the University of San Francisco, received the 2000 Pura Belpré Award for her book, *Under the Royal Palms: A Childhood in Cuba*. The Belpré Award--awarded biennially by the Association for Library Services to Children and the National Association To Promote Library Services to the Spanish Speaking—recognizes and honors a Latino or Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth.

The description of Alma Flor Ada's book, *Under the Royal Palms: A Childhood in Cuba*. (Atheneum Books, 1998), can be obtained from the American Library Association Web site, <http://www.ala.org/alsc/belpre.html>. It reads as follows: In a heartwarming and loving portrayal of her childhood days in Cuba, Ada describes her deep friendship with a beloved dance teacher. Readers meet relatives and share the tragedy of the loss of Ada's beloved uncle. Photographs enhance the dairy-like portrayal of Ada's early years. Another summary of this book, describes how the author offers stories about Cuba that would not otherwise be available to those of us living in the United States. This volume provides information on a prolific author that is accessible and helpful to readers studying Latino writers. (Grades 3-5) *Under the Royal Palms: A Childhood in Cuba* by Alma Flor Ada. New York: Atheneum, 1998. 88 pgs. ISBN 0-689-80631-0.

The award is named after Pura Belpré, the first Latina librarian from the New York Public Library. As a children's librarian, storyteller, and author, she enriched the lives of Puerto Rican children in the U.S.A. through her pioneering work of preserving and disseminating Puerto Rican folklore.

The National Association for Bilingual Education applauds Dr. Flor Ada's achievement and her contribution to the field of children's literature. NABE encourages its affiliates and members to promote reading opportunities that enrich the lives of bilingual children. This year, NABE launched a campaign with its affiliates to celebrate *Día de Los Libros/Día de Los Niños* on April 30th. For further information about this campaign, contact Dr. Alicia Sosa via e-mail at <nabe_news@nabe.org> or by calling (202) 898-1829.

National Association for Bilingual Education
2001 Outstanding Dissertations Competition
Guidelines and Application

The following guidelines and accompanying explanation are provided to help ensure the highest possible standards for the competition and to make the competition as objective as possible.

1. Who is eligible to enter the competition?

The competition is open to those who have completed a dissertation in the field of bilingual education between 1 June 1997 and 1 August 2000 and who are members of the National Association for Bilingual Education. Completion is defined as:

(a) received the doctoral degree between the specified dates, OR

(b) satisfactorily completed all the course work and the dissertation between the dates specified and the dissertation is acceptable to the candidate's committee, but the degree has not been conferred.

A routine check is made with the chair of the dissertation committee of the applicant to protect all competitors, the universities, and the National Association for Bilingual Education.

Studies using any research approach (historical, experimental, survey, etc.) are eligible.

2. What are the criteria to be used in evaluating the dissertations?

Basically three criteria will be used to evaluate the dissertations:

(a) the appropriateness of the research approach used,

(b) the scholarly quality of the dissertation, and

(c) the significance of its contribution to knowledge in the bilingual education field.

3. What is the first deadline for the competition?

The first deadline is 1 September 2000. By this date the chair of the Outstanding Dissertations Competition has to receive six (6) copies of the dissertation abstract prepared as directed in these guidelines. This is a very firm deadline. Any dissertation abstracts received after this date will not be considered.

4. How should the dissertation abstracts be prepared?

For the first round of judging, the applicant's dissertation is rated SOLELY upon the dissertation abstract submitted. This abstract, then, must reflect concisely and accurately the research of the full dissertation.

The following directions should be used in the preparation of the abstract.

(a) ***Format.*** The abstract should include the following:

(1) Title page — A sample title page is attached to these guidelines. Please provide all the information requested. *One page in length.*

(2) Letter — A letter, on university stationery, signed by the chair of the dissertation committee, indicating that the dissertation meets one of the eligibility criteria, defined earlier in these guidelines. *One page in length.*

(3) Summary — On a separate page, include a summary, approximately 150 words in length, in which you state in non-technical terms, the purpose and major findings of your study. Double-spaced. *One page in length.*

(4) Main report section — You should include the statement of the problem; the purpose of the study; definition of key terms; sampling techniques to include size, description, etc. (if applicable); theoretical framework; main hypotheses; overview of analyses of data (if applicable); main findings and conclusions; and implications. The main report section should not exceed *fifteen (15) pages in length*, double-spaced.

(5) Bibliography — Include a complete reference to each item cited in the dissertation abstract. References for items not used in the abstract should not be included.

(6) Appendix — If the applicant requires additional space in which to present details of a research instrument, a theoretical point of view, or to elaborate on some other vital point, an appendix may be included. Not to exceed *(3) three pages,double-spaced.*

(b) ***Length.*** The total abstract should not exceed *twenty-five (25) typewritten, double-spaced, 8 1/2" x 11" pages*, including all the sections mentioned above.

(c) ***Writing Style***. Your writing style should be clear, consistent, and concise. Particular care should be taken to ensure that each table, chart and/or figure is adequately explained.

5. **How many copies of the dissertation abstract are required?**

Six (6) copies of the dissertation abstract should be sent, FIRST CLASS MAIL, to:

Dr. Josué González, Director
NABE Outstanding Dissertations Competition—2001
The Center for Bilingual Education and Research
Arizona State University
P.O. Box 871511
Tempe, AZ 85287-1511

6. **What is the general procedure that will be used in the competition?**

The judging, generally speaking, will be in two phases. The first phase will use the dissertation abstracts as a basis. The abstracts will be sent by the chair of the competition to a Panel of Judges, who will be asked to judge/evaluate the abstracts. Each judge will be asked to submit to the chair of the competition a ranking of the top five (5) abstracts.

The chair of the competition will determine the top five (5) to seven (7) abstracts and will ask the writers to submit a copy of the complete dissertation, to be used as a basis for the second phase of the judging/evaluating process.

The Panel of Judges will convene to read, evaluate, and rank the complete dissertations and will determine the top three (3) dissertations.

A schedule which outlines the process in more detail is included in the ***Important Dates*** section (#7) which follows.

7. **What are the most important dates and deadlines?**

The schedule below, in addition to providing important dates and deadlines, provides additional information about the process.

- ***7 May 2000*** - Announcements of competition and guidelines are sent to all ESEA Title VII Fellowship program directors, all directors of ESEA Title VII centers and the National Clearinghouse on Bilingual Education, chairs of dissertation committees of previous participants, and so forth.
- ***1 September 2000*** - Deadline for submission of six (6) copies of dissertation abstract by applicants to chair of competition.
- ***12 September 2000*** - Committee chair of the competition distributes dissertation abstracts to Panel of Judges.
- ***12 October 2000*** - Panel of Judges members complete screening and advise chair of the competition of rankings — each identifies five top dissertation abstracts.
- ***19 Oct. 2000*** - Chair of the competition determines five (5) to seven (7) top abstracts and advises all entrants of the outcome.
- ***26 October 2000*** - Finalists send one copy of complete dissertation to chair of the competition.
- ***2-5 November 2000*** - Members of the Panel of Judges convene to select 2000 outstanding dissertations.
- ***5-9 November 2000*** - Chair of the competition notifies three (3) winners of results.
- ***20-24 February 2001*** - Winners are announced at NABE national conference in Phoenix, AZ.

8. **May I participate in the Competition for 2001 if I participated in the 2000 Competition?**

Anyone who participated in the 2000 competition can participate with the exception of the top three (3) winners, assuming that the eligibility criteria as outlined earlier in the Guidelines are met.

9. **What recognition will be given to the winners?**

In effect, there will be two types or levels of winners:

(a) ***The semifinalists***—the writers of the top five (5) to seven (7) dissertation abstracts, from which the three (3) finalists may be selected, and

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NABE News

The news magazine about educational equity and excellence through bilingual education

Bilingual Education and the Summertime Slump

by *Jeff McQuillan, Ph.D.*,

In their slim but important volume, *Children, School, and Inequality*, (1997), sociologists Doris Entwisle, Karl Alexander, and Linda Olson come to some little-known but potentially revolutionary conclusions about schools, achievement, and poverty. Entwisle and her colleagues spent five years tracking a large group of Baltimore students as they progressed through elementary school. The children came from all parts of the city, and from all socio-economic backgrounds, and were given a variety of surveys, tests, and questionnaires. At the end of their study, the researchers came to a rather startling conclusion: Kids from both rich and poor families tended to make about the same amount of progress when school was in session. Almost all of the difference between reading test scores by grade six could be accounted for —not by the school they attended— but by two factors: (1) experiences they had before they entered first grade; and (2) what they did over the summertime.

Sometimes known as the "summer slump," the gap between kids who continue to grow in their reading proficiency in June, July, and August and those who don't is largely a factor of what happens outside of the school walls. This finding has important implications for those of us interested in language minority students and their academic progress. There is little doubt, for example, that students in properly organized bilingual education programs have a better chance at academic success than those in alternative programs such as "structured English immersion." But is bilingual education enough? Several researchers, such as Kenji Hakuta (August & Hakuta, 1997) and Stephen Krashen (1999), have suggested that something more must be done to level the playing field for language minority students. Even with the benefits of good native language instruction, graduates of bilingual education programs often do more poorly than their native English-speaking peers. What else can be done?

Krashen, among others, has called for schools to "inoculate" bilingual education from attack by producing students who not only outperform those in alternative programs— but also match the performance of English-only students. The way to do this, he argues, is through a massive infusion of books and reading into bilingual classrooms. There is considerable evidence that in-school reading programs, such as Sustained Silent Reading (SSR), help raise reading proficiency among students in both their first and second languages (Krashen, 1993; Pilgreen, 2000; McQuillan, 1998). Studies on summertime learning (e.g. Heynes, 1977) confirm that the primary activity that students engage in to continue their reading growth during the break from school is pleasure reading. As most teachers know, and research confirms, the more you read, the better you read.

The problem with many bilingual programs and the schools that house them, however, is that they have few reading materials in either Spanish or English, as Sandra Pucci and her colleagues have documented (Pucci, 1994; Pucci & Ulanoff, 1996). It is difficult to have a good reading program if students don't have anything to read. The same could be said of the communities in which the vast majority of ELLs live. ELL students must continue to read over the summer in order to keep pace with other students. But if they don't have the resources in their communities, then the "summertime slump" is likely to be more severe for them. What, then, is the situation for ELL students in terms of access to reading materials outside of school, during the summer months?

Access to Reading Materials

In collaboration with several secondary school English teachers, I have been monitoring the progress of a group of language minority students in a large urban school district

CONTINUED ON PAGE 3

ISSUE HIGHLIGHTS

A Checklist for Effective Practice **6**
Efforts to Eliminate the Digital Divide **11**
Influence of Family Structure Factors **18**

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TABLE OF CONTENTS

Theory and Practice 1
A Checklist for Effective Practice ... 6
Asian/Pacific Amer. Ed. 8
Digital Divide 11
Indigenous Bilingual Ed. 13
Call for Papers 17
Influence of Family Structure 18
Resources 22
News and Notes SIG 24
President Signs Proclamatiom 28
Reflectons on the Goals 29
NABE 2000 Tapes 33
BRJ Subscription Form 34
Membership Application 35
NABE 2000 Announcements ... 36

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THEORY AND PRACTICE

CONTINUED FROM PAGE 1

in southern California over the past two years (McQuillan et al. in press). One of the goals of this project has been to document the level of reading by ELL and LM students, and the amount of access to print materials they have at home. The results of our surveys have not been encouraging. For two years we asked incoming ninth graders to note how many books they have at home, either in Spanish or English. Figure 1 shows the mean number of books in the homes of these students from the first year of the study (the average from year two was almost identical). The disparity between the quantity of books in the average LM home and the U.S. average is enormous. The average LM student had just 51 books, compared to the U.S. national average of 137 (Purves & Elley, 1994). If we examine the data from the perspective of percentile ranks, the average LM student at this high school would rank at just below the 20th percentile nationally in terms of the number of books in the home. Little wonder, then, that the average reading comprehension score for these students was similarly below the 20th percentile on the Stanford Nine reading test. Granted, students have other types of reading materials available to them other than books, but this admittedly crude measure shows that real differences do exist. The reason seems clear: Books cost money—money many students and their families don't have.

> *"Despite the perception of some policymakers that public libraries are free and equally available to all, no such equity exists."*

It is perhaps for this reason that students living in low-income neighborhoods tend to rely more heavily on the school and public libraries for their books (Worthy, Moorman, &Turner, 1999). During the summer months, of course, only the public library is normally available to students; if we wish to see how equitable the distribution of resources is for LM students, we must examine the quality of the public libraries in their communities. Not surprisingly, studies have found that distance and quality of the public library are important predictors of how much children and adults will use them. The closer you live to a library, for example, the more likely you are to use it. Similarly, libraries that are high in quality (ample number of materials, services, etc.) tend to have higher circulation rates than those libraries of poor quality. All this means that the investment made in library resources in a community will likely affect the general levels of literacy among its residents.

Unfortunately, when we examine the quality of the public libraries in communities with high numbers of LM students, we find disparities similar to those noted above for LM homes. In a study of over 100 California city library systems (McQuillan, 2000), I found that the disparities in spending and services across communities was as large as the differences seen in our study of LM high school students. Despite the perception of some policymakers that public libraries are free and equally available to all, no such equity exists. Figure 2 shows the disparities between high- and low-income communities (defined here as those falling in the top and bottom 25%) in California in terms of per-capita expenditures on collections. Figure 3 depicts the number of residents per librarian in these same communities. Note that high-income communities spend nearly three times as much on reading materials as low-income communities, and have one-third as many residents per librarian. The reason for these differences lies in the source of public library funding. In California, as in most states, funding comes overwhelmingly from the municipal government, leaving poor communities at a considerable disadvantage relative to wealthy cities. There is no "finance equalization" for public libraries.

Language minority families are particularly hard-hit by these differences. California's low-income communities have twice as many LM families as high-income cities (45% versus 22%), with nearly the same disparity in children under the age of 12 (22% versus 13%). Communities with high proportions of poor LM families also have fewer libraries, roughly 20% fewer in California. Clearly, LM families do not have access to the same level of services as other families in the summertime.

Will More Money Matter?

One might argue that pumping more money into community resources such as public libraries would have little impact on literacy development, since those who use the public library tend to be readers already. Children from high-income families read more during the summer, it might be said, because they are better readers to begin with, or because they are better motivated. But the evidence indicates that there is something more at work. The negative effects of distance on public library use, for example, hold true for *all* age, income, and education groups. While high-income groups use the library more in absolute terms, wealthy residents also use it less if they live farther away from the library. The same is true for library quality, as I found in my study of California libraries. Communities that had residents with

CONTINUED ON PAGE 4

THEORY AND PRACTICE

CONTINUED FROM PAGE 3

higher levels of income and education did indeed have higher circulation rates, but these SES factors alone did not account for all of the variation in library use. When the quality of the library was considered (number of books, magazines, librarians, etc.), an additional 25% of the circulation could be accounted for. For children's circulation, the amount of variation in circulation accounted for by library quality was *greater* than that accounted for by SES factors. In other words, library quality was *more* important than a family's income or education level. Money does matter when it comes to reading frequency and, by extension, literacy development in a community.

Back in the early 1970s, educational reformer John Holt wrote that communities concerned about raising reading scores would be better off worrying about the number and quality of their public libraries rather than the type of reading instruction they had in their schools. The Baltimore study by Entwisle and her colleagues seem to echo a similar point: What takes place outside of school, during the summer months, is as important to the academic achievement of students as what goes on during the school year. It is critical that persons dedicated to helping LM students understand that the battle for educational equity doesn't stop at the schoolhouse door. It continues out in the communities, throughout the year—even in the summertime.

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<<NABE>>

CONTINUED ON PAGE 21

NABE 2001
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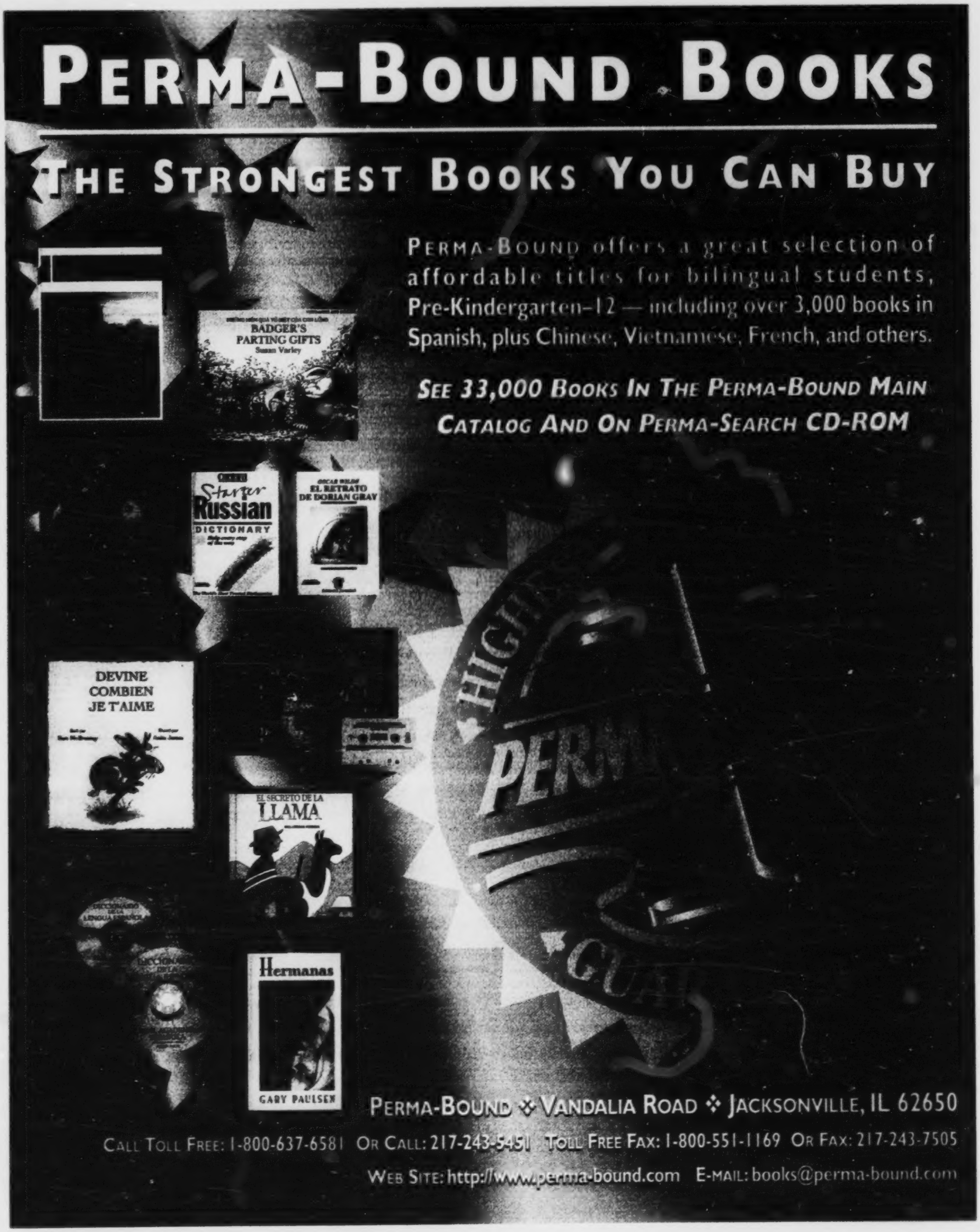
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Reading Instruction: A Checklist for Effective Practice

By David Freeman, Ph.D. and
Yvonne Freeman, Ph.D.

The current public focus on education and the increased attention given to student scores on standardized tests frustrates many of the teachers we work with. These teachers are overwhelmed as they attempt to prepare students to meet newly adopted standards. Schools no longer practice social promotion, so students who do not succeed are retained. The area of greatest concern is reading. In many states teachers are mandated to teach reading through an approach that places heavy emphasis on phonics and phonemic awareness, even when they have bilingual students who are still developing oral English proficiency. They ask, "How can I teach reading effectively for all my students, including my English learners?"

We find the best answers in classrooms of the teachers we work with whose reading curriculum is highly effective for their bilingual students. Recently, Francisco, a bilingual third grade teacher in a California school, reported that his third graders had the highest scores at his grade level on a district reading test in his large elementary school. This might seem surprising because 75% of his students are second language learners. However, Francisco believes his approach to reading instruction is part of the reason his students did well:

> I do what I am required to do with daily phonemic awareness and phonics, but I also make sure my students are exposed to a variety of books through guided reading, shared reading, and free voluntary reading. In addition, they write daily during writer's workshop. They keep journals and do book reports. I'm sure the fact that they learned to read and write in Spanish before coming to my transition classroom made a big difference too.

Though Francisco's school eliminated its bilingual program this year after Proposition 227, Francisco makes sure his students' primary languages and cultures are still supported and developed as they transition toward biliteracy. He uses preview-view-review to provide his students with the concepts they need in Spanish before they read and study in English.

Because he organizes his curriculum around themes, Francisco's students find the instruction in English more comprehensible. They develop the academic English proficiency they need to succeed in school.

Francisco also encourages his students and their parents to read and write in Spanish outside the classroom because he knows the importance of continued primary language literacy development. This year he began teaching literacy and English to parents two nights a week. In this way, he further prepares parents to support their children to succeed academically.

The reading instruction Francisco provides for both his students and their parents follows the Checklist for Effective Reading Instruction that we discuss below (Freeman and Freeman, 2000, 1998, 1997). We briefly explain each item on the Checklist and comment specifically on concerns we have when there is too much focus on phonemic awareness for bilingual students.

Checklist for Effective Reading Instruction

1. Do students value themselves as readers and do they value reading?
2. Do teachers read frequently to students from a wide variety of genres?
3. Do students see teachers engaged in reading for pleasure as well as for information?
4. Do students have a wide variety of reading materials to choose from and time to read?
5. Do students make good choices and read a variety of genres for authentic purposes?
6. Do students regard reading as meaning making at all times.
7. Are students effective readers? That is, do they make a balanced use of all three cueing systems?
8. Are students efficient readers? That is, do they make a minimal use of cues to construct meaning?
9. Do students have opportunities to talk about what they have read, making connections between the reading and their own experiences?
10. Do students revise their individual understandings of texts in response to the comments of classmates?
11. Is there evidence that students' writing is influenced by what they read?
12. Are students provided with appropriate strategy lessons if they experience difficulties in their reading?

Valuing Reading

The first item on the Checklist reflects the goal for all reading instruction: to help students see that reading is worthwhile. Recently, Francisco finished a unit on oceans and how important the ocean is to our lives. Since his school is located on the Central Coast of California, Francisco had many opportunities to connect this theme to his students' experiences. When his students read books around a theme, especially books that connect with their lives, they see the benefits of reading. At the same time, through extensive reading, they became more proficient readers. The more that students value reading, the more they come to value themselves as readers.

The second item reflects the importance of reading to students. Francisco and other good teachers read to their students frequently. These teachers make a point of reading fiction and nonfiction, poetry and prose. They encourage their students to read a variety of books on their own too. When students are exposed to a wide variety of texts and complete projects based on their reading, they recognize the many different purposes that reading and writing can serve. They also build an understanding of the differences in organization and style of different genres.

> *"Of course, the students for whom these tests and exercises are most difficult are English language learners."*

Independent Readers and Challenges of Phonemic Awareness

The next three items on the Checklist highlight the importance of encouraging students to be independent readers. Francisco reads to his students every day. But he also provides time for them to read books that they choose (Krashen, 1996, 1993). While his students read, Francisco also reads. He realizes how important it is for him to model his interest in good books. Students come to value reading when they see that people they admire, their teachers, also value reading.

Francisco also makes sure to provide many high quality books for his students to choose from. In the past, it was difficult to find good literature and content texts in Spanish. It is still hard to find reading materials in some languages, but there are many wonderful Spanish books, and teachers can work to build up classroom and school libraries so bilingual students have enough books from which to choose. The books students write also serve as a rich reading resource for their classmates.

Some students—even when they have many good books to choose from—make poor choices. Francisco and other effective teachers recognize that part of their job is teaching students how to make good choices. Francisco's students know that they should always have three books available, one that is challenging, one that is about right, and one that is a little easy.

Then, depending on the day, students can choose from among these books. Of course, all the students are eager to read for themselves the books that Francisco reads to them each day.

Question number six on the Checklist, "Do students regard reading as meaning making at all times?" is extremely important. Francisco's students know that reading is not just calling out the names of words. Rather, reading only occurs when students are constructing meaning from texts. Unfortunately, the recent emphasis on phonics and phonemic awareness puts more emphasis on recognizing words than comprehending texts. Programs based on phonemic awareness and phonics are particularly problematic for bilingual students.

Phonemic awareness (PA) is the ability to perceive and manipulate the sounds (phonemes) that make up words in oral language. Phonemes are the small units of sound that make a difference in meaning in a particular language. Since phonemes are sounds that make a difference in meaning in a particular language, English language learners face the challenge of deciding whether a sound they hear in English is a phoneme or not. A child who has developed phonemic awareness can hear a word like "pan" and tell you it has three sounds. The child can say the first sound or the middle sound. She can delete the first sound to produce the word *an*, or change the first sound to say *can*.

Tests and exercises have been developed to measure and directly teach phonemic awareness. These tests involve adding, deleting, and substituting phonemes. Of course, the students for whom these tests and exercises are most difficult are English language learners. They are being asked to hear and rearrange sounds in a language they are still learning.

Much of the current emphasis on PA ignores certain linguistic realities:

- Phonemes are affected by the context. These variations are called allophones. For example, when you say *Cape Cod* you can feel that the *k* sound in *Cape*

CONTINUED ON PAGE 15

Sharing a Successful Literacy Story: The Read Aloud Program from Kapolei Middle School in Hawaii:

by Marvin M. Yonamine

Aloha from Hawaii! I'm a former biology teacher and current Student Activities Coordinator at the brand new Kapolei Middle School in Hawaii. Over the past months of the current school year, we have been implementing the Read Aloud Program in order to promote literacy, encourage a love of reading in adults and children, and increase our students' prospects for success in school and life. Our mission is to build communities of lifelong readers by helping adults and children discover the joy and enrichment of reading and being read to. Our goals are to reach families and stimulate their interest in reading, decrease television watching, increase family time spent in reading activities, and connect the values of good books to everyday life.

In order to make our story more meaningful, I first provide a brief description of our community and the public school system in the State of Hawaii. Next, I present Kapolei Middle School and our Read Aloud Program. I continue with the educational value of the program. Finally, I conclude by offering some personal observations on our Reading Aloud Program and how we've made it a success in our school.

Our Community: Kapolei, Hawaii's Second City

Several years back, the state of Hawaii had the idea of building a second city in the state on the island of Oahu. Currently, we have only one major city in the whole state, Honolulu. A large percentage of our government operations takes place in Honolulu. Hawaii state officials wanted to decentralize our state government away from Honolulu; thus the town of Kapolei was built about 10 years ago. The land on which Kapolei is built was once sugar cane fields. Recently, the state has been strongly encouraging growth in the area and backing the idea of turning the sugar cane fields surrounding Kapolei into a city to house state operations and private businesses. Kapolei is still a town, yet state officials and local residents hope that sometime in the 21st century, it will be the second city in Hawaii. Moreover, local leaders realized that in order for Kapolei to grow, we needed to have quality public schools to provide support and employees for these new businesses. These ideas led to the birth of Kapolei Middle School and the soon to be opened Kapolei High School.

Our Public School System

All public schools in Hawaii are part of the State of Hawaii, Department of Education system. In fact, Hawaii is the only state in the union in which the whole state is one school district. There are over 250 public schools in our Hawaii State Department of Education. In our school system there is no dominant ethnic group of students because Hawaii is truly a cosmopolitan state. We have students from various ethnic backgrounds such as Japanese, Chinese, Filipino, Samoan, Tongan, Vietnamese, Native Hawaiian, White, African American, Latin American, and other Pacific Islanders. We also serve students whose parents are immigrants and non-American citizens. The ethnic backgrounds of students in each school varies from school to school.

Our School: Kapolei Middle School

Kapolei Middle School opened in July of 1999 with an enrollment of a little more than 1,000 students. Kapolei Middle School was built to be one of the most technologically advanced schools in the nation. We emphasize technology, science, and culture. Our school is fully Local Area Networked (LAN), wired for computers and the Internet. We have 5 computers in every classroom, and all students have their own computer accounts to log onto any campus computer to get to their own schoolwork. Kapolei Middle School is the leader in technology and education in the State of Hawaii. No other public or private school in Hawaii has what Kapolei Middle School has in terms of technology. The entire staff is very grateful to be working in a school that is ready to prepare students for the new millennium using state of the art technological tools for education. Moreover, our staff and administration realize the importance of educating the whole child in order to provide them with the best possible education.

Our Read Aloud Program at Kapolei Middle School

During our inaugural school year, Jed Gaines, founder of Read Aloud America, a nonprofit organization in Hawaii, came to our school to talk about this reading program with our principal, Mrs. Annette A. Nishikawa. Mrs. Nishikawa decided to implement the reading program in our high tech school because we were already doing some reading out loud in our language arts classes. In addition, the program encouraged us to reach out to parents and our local community and get them involved in our children's education. Thus, we started the Read Aloud Program with the help of Mr. Gaines, and we also implemented this particular reading program together with Barber's Pt., a local elementary school.

The Read Aloud Program in our school functions in the following manner. We open up our school twice a month during the evening to read to the entire family. Our evenings begin by serving everyone a free snack. This gives the participants a chance to interact and get to know one another. The dinners are donated by one of our corporate sponsors, the Hilton Hawaiian Village Hotel, to whom we are extremely grateful for their participation and for their donation. After dinner, students form four groups, preschool, K - 2, 3 - 5, and middle school. Each group moves to a classroom designated for their group. Once in the classroom, teachers read stories to them. We have also set up a room for adults and high school students to listen to stories that are read out loud. The read aloud sessions last for about an hour or so depending on the crowd in each room. We ask for teacher volunteers to read to these groups, thus the teachers get a feeling that they are part of the family night also. We also ask the Parent Teacher Student Association to help out with the evening events.

Since we began the Read Aloud Program at our school, the average attendance per Read Aloud Program night has been 300 people. In our informal survey approximately 90% of the attendees say that they enjoyed it. Parents and families who attended the events came from all walks of life, blue collar, white collar, military, wealthy, middle class, and recipients of welfare. The age of attendees ranged from toddlers to high school students. The ethnic diversity of attending families was representative of our school population.

Impact of Our Read Aloud Program

Some people may wonder about the educational value of the Read Aloud Program. One of our missions is to build communities of lifelong readers by helping adults and children discover the joy and enrichment of reading and listening to others read to them. We have found that this program promotes literacy and encourages a love of reading in adults and children. We also want to reach out to families and stimulate their interest in reading, decrease television watching, increase family time spent in reading activities, connect the values of good books to everyday life. We feel that the positive outcomes of this program may increase a child's prospects for success in school and life. Table 1 represents reasons why we believe strongly that reading out loud is good for everyone.

Table 1.
A Summary of Participants' Reflections on Read Aloud Program

1. Reading out loud motivates both adults and children to read on their own.
2. It improves listening and speaking abilities.
3. It creates an interest in books.
4. It exposes both adults and children to a wealth of experiences outside their own.
5. It stimulates the imagination.
6. It stretches children's attention spans.
7. It is a subtle way to teach morals and values.
8. It changes negative thinking to positive attitudes.
9. It helps build confidence and self esteem.
10. It builds vocabulary.
11. It helps build bonds between parents and children.
12. Adults and children love it.

The founder of the program, Jed Gaines, and our school staff really believe that reading aloud is a meaningful and critical activity for the whole family. It is basically a simple concept, just "read aloud to students." If some schools feel that reading out loud is only good for the lower elementary grade levels, they would miss the important learning and reading opportunities for middle or high school students. Mr. Gaines has led us to believe that all learners from infancy to college should be read to regularly, with appropriate reading materials. This is indeed a simple, but meaningful idea to increase the educational level of all students and adults, as observed in our school's experiences.

In sum, to sustain a successful Read Aloud Program, such as ours at Kapolei Middle School, there are five key elements to consider. These are:

1. The school administration must be sold on the idea that this can work in a community.
2. The faculty and staff must be committed to the idea that this is a worthwhile event and that it can work.
3. The school team must hold a parent meeting to sell them the idea that this Read Aloud Program is worthwhile and beneficial to all, kids and adults, alike.
4. The school team as well as parents must recruit the support of the local community and businesses. We believe strongly that many of them would want to help, but they may not know where to begin.

CONTINUED ON PAGE 10

ASIAN/PACIFIC AMERICANS

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5. The school team must get the program started and not procrastinate.

Concluding Remarks and Suggestions

We have found that this reading program is great for all students. All of our students—including those second language learners and students in special education programs—have all benefited from our regular Read Aloud program, based on their daily classroom performance. We hope that in the future, we can extend this Read Aloud Program to host several more meetings per school year. To conclude, I provide a list of suggestions (See Table 2) based on our experiences for anyone who is interested in developing a Read Aloud Program in the community or home.

Table 2. What Parents Can Do At Home

- Find a time to read when you can both relax and enjoy it. Try bedtime, nap time, snack time, after dinner.
- Get comfortable and find a cozy spot to read.
- Read the book or story yourself before you read it to your child.
- Don't have to be a great reader, just read from the heart.
- Make it fun. It's not a lesson.
- Stop reading when your child doesn't like a book and let him or her select another one.
- Try again later if your child isn't in the mood.
- Talk about the stories, those that you have just read and ones read in the past, with your child.
- Encourage your child to look at books on their own.
- Let your child take books to bed and read themselves to sleep.
- Go to the library with your child regularly.
- Ask the librarian to recommend books and book lists.
- Get your children their own library cards.
- Build a home collection of books by shopping at garage and book sales or trading books with friends.

Marvin M. Yonamine is the Student Activities Coordinator at Kapolei Middle School in Kapolei, Hawaii. You can address any comments or questions to Mr. Yonamine, at: <Marvin_YONAMINE/KAPOMID HIDOE@notes.k12.hi.us>

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NABE publishes the *NABE News* eight times a year. We seek original articles that provide guidance for practice in bilingual education programs in the United States. Topics of interest for publication in the fall include:

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- teaching about language and culture through children's literature
- involving parents in meaningful roles
- success stories based on achievement data
- innovative programs to reform schools

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NABE Applauds Efforts to Eliminate the Digital Divide for Low-income Minority Students

By Emily Martinez

Parents and the President, teachers and community leaders, school administrators and corporate heads—all view skills for navigating the digital age as essential for full command of educational opportunities, economic rewards, and political participation. Efforts have been made at the local, state, and federal level to increase these opportunities for our children and close the gap between the *information rich* and *the information poor*.

Despite efforts, a recent report by the National Telecommunications and Information Administration (NTIA), under the U.S. Department of Commerce, reveals the digital divide is expanding. Released in July of 1999, *Falling through the Net: Defining the Digital Divide*, is an in-depth, comprehensive report, which finds that as the number of Americans accessing the Internet increases, so does the distinction of the digital divide across all factors including income, race, education and geographic location.

The data collected from this report demonstrates that from 1997 to 1998, home Internet access between those at the highest and lowest income brackets increased 29% percent. Education becomes increasingly important when those with bachelor's degrees have home access sixteen times more than those with an elementary education. When income levels are constant, Blacks and Hispanics continue to be on the bottom of the divide in home Internet access. Whites have home Internet access 26.7% more than any other race or ethnic group, except for Asians and Pacific Islanders. Furthermore, a policy brief from the Tomás Rivera Policy Institute stated limited English proficient communities, especially Latino communities, lag even further behind than English speaking counterparts.

Framing the Issue for Limited English Proficient Students

NABE has long shared the concern of technological opportunities for limited English proficient students. Seventy-five percent of the LEP population live in poorer communities and attend Title I schools. Data from the National Center for Education Statistics demonstrate that great gains have been made in the percentage of *schools* with Internet access since 1996. In 1998, 91% of public schools with low minority enrollment rates (less than 6%) had Internet access while 82% of schools with high minority rates (50% or more) had internet access. The gap of 9% is a significant improvement from 25% in 1997. However, the percentage of *instructional rooms* with Internet access is 50% greater for schools with low-minority student enrollment than those with high-minority student enrollment. In 1999, wealthy schools (less than 11% poverty rate) had a greater percentage of instructional rooms with Internet access than those schools with high percentages (71% or more). In fact the gap increased since 1998 from 23% to 35%.

Public schools become increasingly important for children who do not have access to computers at home. Schools dramatically decrease the gap of computer use between students from families with low incomes (bottom 20%) and families with high incomes (top 20%). Although the gap of home computer use between students from high-income families and low-incomes families is a large 63.7%, i.e., 78.6% of high-income students and 14.9% of low-income students had home access in 1997, the gap decreases dramatically with school computer use. About 75% of wealthy students and 67.6% of students from low-income families use the computer at school. Schools close the gap to 7.8%.

Libraries and community centers similarly provide important points of access—a first step to ensuring children and adults from low-income and minority populations are provided opportunities to gain technological skill and information access. The NTIA report concludes that those who are less likely to have Internet access at home or at work—minorities, those with low incomes and low educational levels—rely on public facilities such as K-12 schools, libraries and community centers. These community access centers are very important in serving those populations who lack home computer access, but they should not be regarded as a permanent substitute for home access.

What is Being Done?

Bridging the digital divide has been a top priority for President Clinton, communities, private foundations, and the technology industry. Groups from these various arenas have been collaborating to create networks, sources of information, and funding to provide technological opportunities to low-income communities.

In December of 1999, President Clinton directed the Cabinet to take actions to close the gap such as expanding Community Technology Centers in low-income neighborhoods and continuing to measure the extent of the digital divide. Moreover, the President launched a *Digital Divide to Digital Opportunity* Tour in February, 2000 as part of his *New Markets* Tour, visiting high poverty schools across the country and bringing this critical issue to the forefront.

CONTINUED ON PAGE 12

DIGITAL DIVIDE

CONTINUED FROM PAGE 11

Government initiatives have similarly contributed to increased Internet connection. The E-Rate program, an important component of the 1996 Telecommunication Act, expanded universal services to schools, libraries, and rural health care providers in purchasing telecommunication services at a discounted rate. Through the E-Rate program, discounts range from 20%-90% based on poverty and rurality of the community, with the poorest communities receiving the greatest discounts. Nearly $6 billion is expected to be invested by the end of 2000.

Corporations, private foundations, civil rights organizations, national nonprofits and community organizations are working closely to provide a wide range of services for youth and adults. Corporations and private foundations grant large funds to digitalize libraries, community centers, and nonprofit organizations. National nonprofits link community organizations and technology by providing services such as software training, assisting in technology integration, and developing networks. Other collaborations among the groups include researching efforts and developing Web sites as sources of information.

How You Can Help

Tackling the task to bridge the digital divide nation-wide may seem overwhelming. We can do our part by creating efforts in our neighborhoods. Reach out to libraries, schools, and non profit organizations in your community to gather resources and seek grant awards. Visit the two web sites listed in this article; they contain information regarding parents and their successful efforts in increasing technological opportunity in their schools. Partnerships among parents, educators and community leaders are crucial in developing resources for closing the digital divide in your community.

Implications for Democracy

The Information Age has been deemed as the great hope, the great equalizer in providing opportunities in all areas of our lives and for all global citizens. However, great implications exist for those who do not have access to that hope. Arizona made history when voters participated in the Presidential Primary online. The Internet provides active citizens with a free flow of local, national, and international information and an arena in which to gather support for proactive democratic participation.

Economic opportunities and educational freedoms are also at risk. As more businesses become supported by computer networks and even bigger business transactions are being conducted over the Internet, computer skills are crucial for economic participation. The opportunity for educational participation increases as the wealth of information and the speed at which it can be exchanged increases. These global benefits pose a great challenge for poor, racial and ethnic minorities, and the undereducated. NABE will continue to support legislation and funding for programs targeted at closing the digital divide.

Successful parent and educator efforts to increase technological opportunities through schools can be found in www.techlearning.com/db_area/archives/WCE/archives/spreen.html and www.techlearning.com/db_area/archives/WCE/verity_archives/ohora.html

For further information regarding the digital divide visit:

<http://nces.ed.gov/pubs98/98031.html> is an issue brief from the National Center for Education Statistics (NCES) entitled Internet Access in Public Schools.

<http://nces.ed.gov/pubs2000/2000086.pdf> is another informative issue brief from NCES with information on Internet Access in public schools from 1994-1999.

<www.ntia.doc.gov/ntiahome/digitaldivide/index.html> for the series of reports entitled "Falling through The Net.

<www.digitaldividenetwork.org/> The Digital Divide Network enables and facilitates the sharing of information and creative solutions among industry partners, private foundations, nonprofit organizations and governments.

<www.cme.org/ddpaper.html> for Center for Media Education's "Deepening the Digital Divide: The War on Universal Service.

<www.trpi.org/> The Tomás Rivera Policy Institute web site contains research on "digital stepping stones" dedicated to digital research of minority communities.

<www.whitehouse.gov/WH/New/digitaldivide/> for information about Clinton's Administration and the efforts in changing "From Digital Divide to Digital Opportunity".

<www.benton.org/cpphome.html> for articles and reports of policy issues regarding the digital divide, and <www.benton.org/e-rate/e-rate.4cities.pdf> for a report on the E-Rate program.

Emily Martinez is a Congressional Hispanic Caucus Institue Fellow at NABE.

<<NABE>>

CONTINUED ON PAGE 27

Issues in Indigeneous Bilingual Education

Column Editor: Dr. Jon Reyhner, Northern Arizona University, AZ

Revitalizing Lakota

by *Marion BlueArm, M.A.*

Currently, the Lakota language in South Dakota is facing a process of attrition similar to that of many native languages in the world. Lakotas, ages 40 years or older, tend to be still fluent speakers, while the younger generations can typically understand but can't speak it fluently. Many children can barely understand Lakota, and they tend not to speak it because it's not "cool". Lakota is being replaced by English, the language of the multimedia and modern life.

Joshua Fishman (1991, 1996a, 1996b), an expert on language revitalization, argues that any declining language can only be reversed if it reemerges in its native communities as the mother tongue. Surviving speakers need to discipline themselves to the point of conversing with their children exclusively in the language to allow them to once again acquire it largely unconsciously and automatically. Family members have to aim to conduct all daily communication of the home in the language.

> *"People need to start making drastic, if not revolutionary, changes to assure the continuation of their language."*

In the formal education system, I argue, it is best to immerse children as early as preschool in the target language for as many hours of the day as possible. This is because spontaneous language acquisition usually stops around the age of puberty. In later years, students require increasingly analytical instruction based on grammar. Language learning then becomes a matter of highly conscious effort.

Surveying the Community

When I was studying for my Master's Degree, I conducted a survey in the spring of 1999 to assess the ideas, feelings, and attitudes of community members on the Cheyenne River Sioux Reservation in central South Dakota. The purpose of the study was to obtain data that could be used in a grant writing process to justify the establishment of a Lakota immersion program in Head Start and the early elementary grades. In preliminary interviews, school administrators expressed an interest in piloting such a program at the Head Start Center and the Cheyenne Eagle Butte School if community desire was high and a funding source could be found. In my survey, I was mainly interested in finding out how much interest there was for revitalizing the Lakota language.

Residents of three communities were surveyed to evaluate their beliefs concerning Lakota language instruction in the school system in preschool through grade 12. I sent out 150 surveys and 88 were returned. Forty-six percent indicated they lived in Lakota households, 49 percent were from mixed backgrounds of Lakota and non-Lakota households, and five percent reported "other" household compositions. Thirty-six people reported having children three to five years of age. Twenty percent of the children were of early elementary age, 21 percent were upper elementary age, and 23 percent were middle/high school age.

Strong Support

Over 80 percent of respondents agreed or strongly agreed with issues that support language preservation efforts. They believed that children should learn to understand, speak, read, and write their native Lakota language, that there should be bilingual education or immersion at all school levels, and that Lakota should return as an everyday spoken language. Eighty percent said they would enroll their child in an immersion classroom, while only four percent thought they would not. More than three-fourths of all respondents felt that a Lakota speaking the native language has more of a cultural identity than a Lakota who does not. Yet, about half of the respondents admitted to teaching little or no Lakota to their children at the present time, while only 16 percent could answer "*completely*" or "*a lot.*" These results strongly suggest the need for a Lakota language program on Cheyenne River to keep the language alive.

It is fortunate that the majority of respondents who were in agreement with intensified Lakota language education at all school levels were 40 to 50 years old, with children between the early elementary and middle school level, precisely the age group that is holding most key office positions with decision making power within the structure of the tribal government. At the same time, it is unfortunate that people in their thirties and—especially the youth—do not think more highly of language revitalization issues, possibly not recognizing its urgency.

Survey respondents indicated a slight preference for bilingual education as compared to immersion programs. Research suggests that complete exposure to a language, as is only possible in immersion classrooms, results in the fastest and most complete language learning in young children (e.g.,

CONTINUED ON PAGE 14

INDIGENEOUS

CONTINUED FROM PAGE 13

Wilson & Kamana, 1996; Yamauchi & Ceppi, 1998). I suggest that more information sessions are needed to inform the general public of these findings and to assure increasing support for immersion programs. As the second choice of all surveyed community members, immersion still received sufficient positive responses to make the initiation of a pilot project in Head Start and the lower elementary level a likely success at this time.

For the upper elementary, middle school, and high school level, survey results, supported by second language acquisition research (Saville-Troike, 1981), suggest that a program teaching Lakota for a number of hours per week would receive enough student enrollment to be justified. It needs to be mentioned that a potential number of respondents also suggested partial immersion and bilingual education in high school. However, as mentioned earlier, second language acquisition studies support a more structured program for older students (Saville-Troike, 1981).

A Successful Example

To offer an example of a very successful immersion program, I am introducing here the example of the Hawaiian language (Wilson & Kamana, 1996). In the 1980s educators realized that there were only few Hawaiian language speakers left. A tiny community where Hawaiian was still dominant was chosen for a family operated immersion preschool program to establish the return of Hawaiian, a Polynesian language, as the mother tongue. A non-profit organization, the *Punana Leo*, was founded to develop materials and train teachers. Instruction began totally in Hawaiian in an all-day, eleven-month program. Parents paid tuition, attended meetings, donated eight hours labor per month, and attended weekly language lessons to strengthen their own language skills. By the fall of 1995, there were thirteen sites teaching Hawaiian through immersion. By 1996, the first group had reached the ninth grade and over a thousand students were being served. There was a long waiting list for classes that now continued throughout high school. The program had become very successful, as indicated by increasing fluency of the children. A long-range study has shown academic achievement equal to or above students attending regular English speaking schools. The curriculum was designed as follows:

- K - 5: All instruction in Hawaiian
- Grade 5: Instructions in Hawaiian, English introduced as a language arts subject, taught through Hawaiian as the language of instruction.
- After Grade 5: English continues for one hour per day throughout high school. Intermediate and high school students must also choose a third language.

By 1997 approximately 1,100 students and 60 teachers were involved in the K-12 program operating in five islands. Today, the program still has problems such as identifying and obtaining suitable teaching materials and finding and training staff, and it is perpetually evolving. Yet, its success can be measured in the increasing amount of fluent speakers. Educators feel that Hawaiian immersion education has the potential of being a positive role model for any language revitalization effort in the world.

To revernacularize Lakota, a similar program is necessary. People need to start making drastic, if not revolutionary, changes to assure the continuation of their language. As Joshua Fishman explained repeatedly, this requires a tremendous amount of self-discipline by every community member. English has to be made inaccessible in certain contexts. Ideally, there should be whole buildings and events where only Lakota can and will be spoken. People could voluntarily ban television and other forms of modern media entertainment from their homes, at least for certain hours or within certain contexts. Additional steps should include immersion youth camps, public advertising on billboards in Lakota, announcement boards in office buildings, street signs, storefront signs, local radio stations, newspaper(s), and local Public Access TV in Lakota. Store clerks and office personnel should greet their clients in Lakota. And finally, Lakota immersion needs to gain public support and to be implemented in the schools. Several educators on Cheyenne River, including myself, are currently working on making that goal a reality.

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CONTINUED ON PAGE 16

CHECKLIST FOR EFFECTIVE PRACTICE

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is produced further forward in your mouth than the *k* sound in *Cod*. Young children feel these differences that we have learned to ignore. They may not realize that the two sounds of the letter *k* are considered the same sound. Or take the sound for the letter *t* in the middle of a word like letter. Doesn't it sound more like a *d* than a *t*? Allophones are variations on phonemes that proficient readers have learned to ignore but that beginning readers and English language learners may find confusing.

- Phonemes vary from one language to another. This makes it difficult to accurately assess bilingual children's PA. For example, in English *d* is one phoneme and *th* is another. A minimal pair of words that differs only by these sounds is *den* and *then*." However, in Spanish, the *d* sound and the *th* sound are allophones of one phoneme. In a word like *dedo* (finger or toe) the first *d* has a *d* sound, and the second one has a *th* sound. Spanish speakers ignore this difference in the same way that English speakers ignore the difference between the two *k* sounds in *Cape Cod*. In Spanish the difference between the *d* sound and the *th* sound never makes a difference in meaning. However, a Spanish speaker learning English may assume that a sound that doesn't make a difference in meaning in Spanish won't make a difference in English either. This is why it is so important for readers to focus on meaning, not just sounds.
- Even within a language, speakers of different dialects pronounce words differently. David is from Maine, so he pronounces *lobster* as *lobstah*. Think of students from Georgia or Texas and how they pronounce some words differently from people in other areas of the country. Everyone in every language speaks some dialect. In Spanish, for example, the double *ll* in common words like *ella* and *calle* are pronounced differently in Argentina and México. In many parts of the Spanish speaking world endings are dropped from many words. When we lived in Venezuela, people from Caracas said they lived in *Caraca*. Still another complicating factor with dialect has to do with learning a second language. English learners speak a dialect of English that is flavored by their native language. Nevertheless, exercises in PA and phonics rules assume that everyone speaks a Standard English.
- In English, many different vowel phonemes are reduced to a schwa. This is the *uh* sound you hear in the first syllable of a word like *about* or the middle syllable in *medicine*. Most PA exercises use one-syllable words, but natural language has many long words with unaccented sounds that are hard to identify.
- PA exercises and tests often use nonsense words. This causes children to focus on sounds, not meaning. For second language learners, nonsense words are especially hard because the student may not know if the word is a nonsense word or not.
- PA exercises and tests are abstract. Children are asked to recognize and manipulate small bits of oral language at an age when they may not have developed the concept of words.
- Time spent on tests and exercises of PA is time taken away from actual reading, and a great deal of research points to the importance of time for reading (Krashen, 1993, 1999; Krashen & McQuillan, 1996; McQuillan, 1998).

Beyond Proficient Readers

Questions seven and eight on the Checklist focus on the process of reading itself. *Proficient* readers use cues from three systems—graphophonics, syntax, and semantics—to make sense of texts. *Effective* readers make a balanced use of all three-cue systems, and *efficient* readers make the minimum use of cues necessary to comprehend a text. That is, good readers know that meaning is the goal of reading, so they don't labor over every word so long as they are making sense.

The next three questions reflect the social nature of reading. As they read, students construct meaning. Meaning depends on both the text and the students' background knowledge and purposes for reading. When students are given opportunities to talk and write about what they have read, they often rethink the meaning they have made. They reshape their individual understandings to more closely match the meanings their teacher and classmates have constructed. This is especially important for bilingual students who may have different background knowledge from their classmates.

Talking and writing about our experiences helps us understand them better. For example, when we go to a movie, we understand it to some degree, but then as we talk about it with our friends, we get new understandings. Sometimes details are added or misconceptions are cleared up. We want to allow children this same opportunity, and that's why it's so important for them to talk and write about what they have read. In addition, we often see that children's writing reflects features from their reading. They begin to use some of the same ideas, vocabulary, and techniques as the authors they read.

CONTINUED ON PAGE 16

CHECKLIST FOR EFFECTIVE PRACTICE

CONTINUED FROM PAGE 15

The last item on the Checklist refers to strategy lessons. Sometimes children—even those in the best classes—have trouble reading. Usually, they just need more time. When teachers like Francisco read to and with children daily, most children start to read by themselves. However, children can also benefit from specific lessons designed to help them make a more balanced use of the three- cueing systems. Reading strategy lessons include activities such as read and retell and cooperative close (Brown & Cambourne, 1987, Harvey & Goudvis, 2000). Strategy lessons are taught to the whole class or small groups in response to a need those students have. The brief lessons use authentic texts and engage students in meaningful activities.

It is crucial for students to become proficient readers because so much of their academic success depends on their ability to make sense of texts. For bilingual students, the goal is biliteracy, the ability to read well in both languages. Teachers like Francisco refer to the Checklist of Effective Reading Instruction to ensure that he is providing his bilingual students with every chance to become successful readers.

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<<NABE>>

INDIGENEOUS

CONTINUED FROM PAGE 14

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Special Issue of the Bilingual Research Journal (BRJ)

Devoted to Recently Completed Dissertations

Important research on bilingualism and bilingual education has been carried out by doctoral students in the course of completing their dissertations. Cognizant of the need to make this research more widely accessible, the Editorial Policy Board of the *Bilingual Research Journal* has decided to devote an annual issue of the *Journal* to a special collection of research articles based directly on dissertation research.

The second special dissertation issue of *BRJ* will contain articles derived from dissertations completed (and approved) during 1999 through December 2000. The peer-review process for this project is independent of the NABE dissertation award competition. All authors, including NABE award-winners, who wish to be considered for inclusion in a *BRJ* Dissertation Issue must submit articles in the designated form and timeline in order to be considered.

In addition to following the usual *BRJ* requirements, articles submitted for publication in a special dissertation issue must also adhere to the following specifications:

- authorship by a single author;
- length not to exceed 20 text pages (not counting references and endnotes);
- writing and organization of high quality; following the conventions of research-based studies.

No more than six articles will be selected for inclusion in the special dissertation-based issue of the *Bilingual Research Journal*. All submissions must report on original research. Qualitative and quantitative research will be considered; no preference will be given to one or the other.

Although these articles are expected to be based on dissertation research, we do not envision mere summaries of the dissertation document. Because they are significantly shorter and more focused, these articles may cover a portion of the original research, (e.g. fewer research questions or hypotheses may be reported). The article may be delimited to cover selected aspects of the analytical work. When a dissertation is not reported in its entirety, the portions of the research that are not included in the article should be noted in a brief endnote. This will inform readers on what they may expect to find in the dissertation report itself. The dissertation should be included as an entry in the reference section.

Articles may be delimited in other ways to ensure a thorough and focused look at the most important part(s) of the dissertation study. The editors may give preference to studies that are (a) especially timely contributions to theory and/or practice; (b) fill important *lacunae* in the knowledge base; or (c) point to new directions in theory or practice in bilingual education, bilingualism, or language policy. Finally, the articles must be structured in a format that is appropriate for an article in a professional journal.

A guest editor has been selected to oversee the development of the second dissertation issue. The editor will have wide discretion in accepting articles and revision to articles submitted in response to this call for papers. All articles will be refereed in the same way as other articles selected for inclusion in *BRJ* and must comply with the same high standards of scholarship.

Prospective authors should contact the appropriate guest editor directly for further guidance on submitting articles. For articles based on dissertations completed in 1999 through December 2000 contact:

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Deadline for receipt of articles for this special issue is January 15, 2001.

Influence of Family Structure Factors on Cognitive and Language Development of Potentially Gifted Hispanic Children

by Virginia Gonzalez, Ph.D. and
M. Dynah Oviedo, M.A.

This is a summary of a research presentation delivered as an invited symposium at the Gifted and Talented Special Interest Group (SIG), held at the National Association for Bilingual Education (NABE) 29th Annual International Conference in San Antonio, Texas. A brief overview of the study is presented below, with reference to its purpose and objectives, the theoretical framework proposed, the most important features of the methodology used, and the most significant results in the form of conclusions with theoretical and practical implications.

Purpose and Objective

The purpose of this research study was to investigate the effect of some family structure factors on the performance of Hispanic children on an alternative measure of cognitive and language development (the Qualitative Use of English and Spanish Tasks, QUEST, Gonzalez, 1991, 1994, 1995). The objective was to further understand the effect of nine major family structure factors on the verbal and non-verbal concept formation processes and developmental levels achieved by Hispanic children.

These nine family structure factors were measured by a Home Language Survey (Gonzalez, 1991, 1995), and included: (1) language use at home by parents, siblings, and child; (2) language proficiency levels of parents and child; (3) effect of schooling on the child's Spanish and English language proficiency; (4) use of code mixing and code switching at home; (5) mother and father's educational levels; (6) mother's and father's occupations; (7) number of siblings; (8) birth order of child; and (9) parents' number of years of residence in the US. These particular family structure factors were selected because they have been considered by previous ethnographic and quasi-experimental studies conducted with language-minority children as important family structure factors affecting socialization and acculturation processes (see e.g., Cocking, 1994; Delgado Gaitan, 1994; Harrison, Wilson, Pine, Chan, & Buriel, 1990; Shatz, 1991).

This study complements a series of validation studies conducted previously (see e.g., Clark & Gonzalez, 1998; Felix-Holt & Gonzalez, 1999; Gonzalez, Bauerle, & Felix-Holt, 1994, 1996; Gonzalez, Bauerle, Black, and Felix-Holt, 1999; Gonzalez, Brusca-Vega, & Yawkey, 1997; Gonzalez & Clark, 1999; Oviedo & Gonzalez, 1999; Williams & Gonzalez, 1999), and contributes to the understanding of the influence of mediational variables present in the home environment of Hispanic children on their cognitive and language development.

Brief Overview of the Theoretical Framework

This study considers that family structure is comprised of multiple interactional linguistic, sociocultural, and socioeconomic (SES) factors affecting the degree of acculturation present in language-minority parents and their children. Therefore, ecological factors affecting the family structure can also in turn affect the language-minority children's developmental levels attained in alternative assessment measures.

Among the most important linguistic factors is the role of home language on Hispanic children's development. The particular language used at home helps parents to fulfill multiple purposes, including: (1) socialize their children, (2) transmit implicitly cultural values to children, and (3) transmit cultural content and practices of social interactions among individuals as well as in relation to social institutions. When studying the effect of home language factors on schooling, several authors (see e.g., Delgado Gaitan, 1994; Ogbu, 1982; Suarez-Orozco, 1989) have presented continuity and discontinuity theories as an explanation for the degree of cultural adaptation of language-minority parents and their children to the U.S. public school system. The discontinuity position proposes that the degree of acculturation is related to patterns of home language use, which differ across generations of Hispanic families.

On the other hand, the advantage position proposes that Hispanic families trying to integrate two cultural systems also stimulate in their children a greater cognitive and social flexibility. Then, bicultural children can also adapt to the discontinuities of home and school cultures, since they can successfully accomplish situational problem-solving processes. But, the epidemic proportion of drop-out rates among Hispanic, economically disadvantaged children in the U.S. attest for the fact that these bicultural, resilient children are much fewer than the ones at-risk. In this particular study we focused on the resilient language-minority children who—in spite of poverty—showed potential for cognitive giftedness.

The families of these children also showed positive characteristics, functioning as psychologically healthy environments for the children's development.

Moreover, this study also took into account the interactional effect of socioeconomic status (SES) with family structure factors on Hispanic children's development. Poverty can be a high-risk factor for children's development, and could have a negative impact when significant mediational processes for successful adaptation are damaged (e.g., the quality of the attachment between parents and children). However, the presence of committed, involved, caring, and competent parents is a crucial and powerful adaptive system that can protect children's development from the potential negative impact of poverty. Well-adapted parents (or any other committed and effective adults present, such as educators) can function as scaffolds to provide opportunities, protective mechanisms, and emotional support for children exposed to at-risk ecological factors (such as poverty) to develop resilience. Thus, there is need to differentiate poverty factors from the quality of the home environment or family structure factors.

Methodology

Research questions. Seven research questions were posed in relation to the effect of clusters of the nine family structure factors on the children's performance in the alternative measure of cognitive and language development (QUEST). These seven clusters of family structure variables were: (1) language used at home by child, parents, and siblings, (2) parents' self-rated Spanish and English proficiency, (3) child's use of code mixing and code switching, (4) number of siblings, (5) child's birth order, (6) parents' occupations and educational levels, and (7) parents' number of years of U.S. residence.

Subjects. Sixty kindergartners and first graders referred by their parents and teachers for possible giftedness participated in this study. Students were attending either regular or bilingual classrooms in a large cosmopolitan school district, located in a Hispanic low SES *"barrio"* in the Southwest region of the U.S. Students were either monolingual (Spanish or English) or bilingual with different first-and-second-language proficiency levels.

Data Analysis Design. Frequencies and percentages and Pearson correlation analyses were used as descriptive data. In addition, one-way Analysis of Variance (ANOVA) tests were conducted for analyzing the effect of these nine family structure variables, measured by the Home Language Survey, on the children's performance in QUEST tasks (Gonzalez, 1991, 1994, 1995).

Instruments. The Home Language Survey was developed by Gonzalez (1991) and consists of open-ended questions and Likert scales representing the nine family structure factors. Parents were given copies of the survey in both Spanish and English, and they were invited to fill out the form in either language.

QUEST measures cognitive and language development through five verbal and non-verbal classification, problem-solving tasks (i.e., labeling, defining, sorting, verbal justification of sorting, and category clue). QUEST allows for dual language administration and response, including code-switching and code-mixing. It uses two coding systems encompassing general (universal) and linguistically based developmental stages. This alternative assessment controls for methodological variables affecting the Hispanic children's performance in cognitive and linguistic measures, including the confounding effects of language and culture (for further information about QUEST see e.g., Gonzalez, 1991, 1994, 1994; Gonzalez, et.al, 1997). Thus, in addition to studying the effect of family structure variables, other mediational variables were also controlled by the use of a valid and reliable alternative measure of cognitive and language development.

Results and Conclusions

After examining the descriptive data, the patterns obtained from the Pearson correlation tests, and the results of the one-way ANOVA tests, two main conclusions can be derived in relation to the seven research questions. The first conclusion (related to research questions 1, 3, 5, 6 and 7) showed that the children who had a higher degree of language proficiency in Spanish were able to form non-verbal and verbal concepts at a metalinguistic or abstract developmental level, when these concepts related to the cultural conventions and symbolic and verbal representations of the Spanish language. In addition, this higher level of understanding of verbal and non-verbal classifications problems posed in Spanish was also related to some family structure factors (i.e., their parents' and siblings' home language, their use of code mixing and code switching, their birth order, their parents' educational levels and occupation, and their parents' number of years of U.S. residence).

The second conclusion (related to research questions 2, 4, and 5) showed that having English as a home language (related to some family structure factors, e.g., the parents' English language proficiency levels, the number of siblings, and the child's birth order) also resultedin the child's higher English language proficiency levels (as rated by parents), which was in turn related to the child's ability to form non-verbal universal concepts.

CONTINUED ON PAGE 20

INFLUENCES OF FAMILY STRUCTURE

CONTINUED FROM PAGE 19

That is, in contrast to the children's higher level of verbal and non- verbal concept formation abilities in Spanish, children exhibited a different performance level when forming non-verbal and verbal concepts related to general classification systems (i.e., common to cultural conventions and symbolic representations of the Spanish and English languages).

Theoretical and Practical Educational Implications

The most important theoretical implication is that this study provides some evidence for the significant effect of ecological variables on the cognitive and language development of bilingual, low SES children. More specifically, family structure factors (i.e., home language of parents and siblings, the parents' Spanish and English language proficiency levels, the parents' educational levels and occupations, the number of siblings, and the child's birth order) had significant effects on the child's cognitive and language developmental levels attained.

At an educationally applied level, this study presents hard evidence for the significant interactional effect of positive family structure factors with the advantages of bilingualism in low SES, Hispanic children's conceptual development. This significant positive effect of family structure factors and bilingualism can be demonstrated when alternative assessments methodologically control for conceptual differences introduced by cultural and linguistic factors.

Finally, this study also presents some empirical evidence for the importance of involving parents in the referral process of language-minority children, who come from low SES backgrounds, and who are potentially gifted. Information provided by parents on family structure factors is key for evaluators to understand ecological variables influencing the first-and-second-language process and the cognitive development in bilingual, low SES children.

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THEORY AND PRACTICE

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Figure 1
Number of Books at Home for Ninth-Grade Language Minority Students (N = 123) and the U.S. National Average

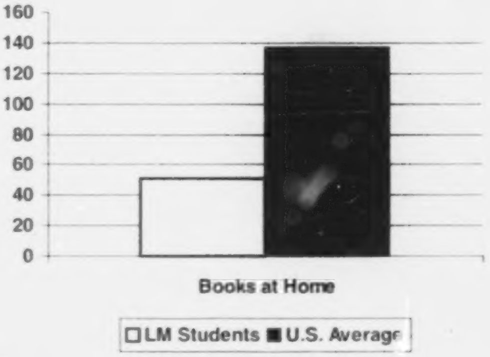


Figure 2
Expenditures Per Capital on Public Library Collections for High- and Low-Income Communities in California

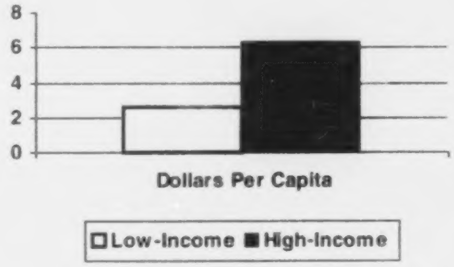
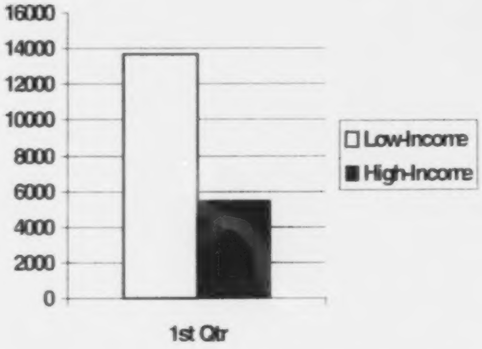


Figure 3
Residents Per Librarian in Low- and High-Income California Communities



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Resources For Bilingual Educators

Internet Resources

Education World. This Web site offers lesson activities related to Hispanic Heritage Month (September 15-October 15). Visit their Web site <http: www.educationworld.com>.

Cuatrogatos Revista. Visit the Web site http://www.cuatrogatos.homepage.com/ to read journal articles in Spanish regarding children's literature and development of readers. Contributors represent various Spanish speaking countries. Two issues of the journal are on-line.

Most Teachers Now Use Computers, Internet. Review the Department of Education's press release discussing how most teachers are using computers and the Internet at<http://www.ed.gov/PressReleases/04-2000/0425.html>.

The Growing Importance of International Education. On April 19, 2000, Secretary of Education Richard Riley delivered a speech entitled, "The Growing Importance of International Education." The text of his speech can be found at the following Web site: <http://www.ed.gov/Speeches/04-2000/000419.html>.

Print Materials

Personalizing Culture Through Anthropological and Educational Perspectives. Rosemary C. Henze and Mary E. Haliser, authors of CREDE Educational Practice Report No. 4, designed this report for teachers and teacher educators. They address the fundamental cultural questions, "Who are my students?" "What kinds of cultural influences shape their lives?" "How do they and I, as their teacher, shape and construct this culture on an ongoing basis?" "What are my own cultural assumptions and how do they influence my teaching?" The purpose of CREDE Report No.4 is to provide suggestions that will assist teachers in personalizing culture—that is, moving away from broad generalizations about cultures or ethnic groups and toward specific knowledge about individual students and families. It includes brief sections on understanding contemporary concepts of culture, enhancing cultural self-knowledge, learning about others as cultural beings and applying these learnings to parent involvement, curriculum, and advocacy agendas. The report costs $5.00, plus 10% shipping and handling. Mail orders to: CAL/CREDE, Center for Applied Linguistics, 4646 40th Street, NW, Washington, DC 20016-1859 or (202) 362-0700 or crede@cal.org.

Promising Practices: Progress Toward the Goals. Published by the National Education Goals Panel, this 1999 report identifies top-performing and top-improving states on at least one indicator for each National Education Goal and tells the story of how these states have made progress toward those Goals. It also includes a section on student achievement gains in reading in Connecticut. This document describes policies and programs that state officials believe account for their states' success. Available at no charge, a copy may be requested at (202) 632-0957, the National Education Goals Panel…

Putting Reading Front and Center: A Resource Guide for Union Advocacy. This binder was developed to provide state and local AFT affiliates with the tools they need to become leaders in the fight to raise reading achievement of students. The guide provides: 1) an overview of the research on effective beginning reading instruction; 2) describes the elements of a comprehensive approach to raising reading achievement; 3) contains self-assessment tools for determining problem areas in a school system's current reading program; and 4) offers resources that you can use to help tackle the areas of greatest needs. The guide may be ordered from the AFT Order Department. Ask for item no. 374. The cost is $25 for AFT members ($20 each for orders of 5 or more); $30 each for non-members. All prices include shipping and handling. For additional information, contact Burnie Bond at either (202) 879-4461 or ebond@aft.org.

Spanish-Language Publications Catalog. The U.S. Department of Education provided funding for the development of a Spanish-language catalog, *Publicaciones en Español: Catálogo abreviado de publicaciones gratuitas del Departamento de Educación de los Estados Unidos.* The catalog provides brief descriptions of and ordering information for 22 Department of Education Publications (including posters and videotapes) in Spanish. You can order bulk quantities of up to 250 copies. For more information, call 877-4ED-Pubs.

The National Education Goals Report: Building a Nation of Learners. This is the 9th annual report monitoring national and state progress toward the eight National Education Goals. This report recognizes states that made significant improvement over time and those states that are among the highest performing and most improved on the National Education Goals and indicators. It is available without charge via a fax or e-mail request to the Panel at (202) 632-0957 fax or HYPERLINK mailto:NEGP@ed.gov.

Libra Bilingual Connections. Two experienced bilingual teachers from Brownsville, Texas have developed Spanish learning materials, including Spanish alphabet charts. Each chart, 11" x 17" spiral bound, has 30 pages, one for each letter of the Spanish alphabet. There are twelve illustrations, accompanied by the word for each letter of the alphabet, which make for wonderful vocabulary builders and "word walls". Included with the chart, there is a booklet with over 50 songs, one for each letter of the alphabet, as well as for the syllables. The first five sheets begin with the vowels followed by the 25 consonants. For additional information call (956) 541-8461 or send e-mail to MT23@aol.com.

El Titulo IX Y La Discriminación Por Sexo [Title IX and Sex Discrimination: Title IX of the Education Amendments of 1972]. Describes Title IX of the Education Amendments of 1972, which protects people from discrimination based on sex in education programs and in activities that receive federal financial assistance. This booklet explains which education programs and activities are covered by Title IX; how to file a discrimination complaint; and where to request additional information about Title IX. Spanish, 5 pages, publication date 04/03/2000. To order: Phone: 1-877-4-ED-PUBS; Fax: 1-301-470-1244; Mail: ED Pubs, P.O. Box 1398; Jessup, Md. 20794-1398.

Audio/Video Resources

Cuéntamelo Otra Vez. El Museo del Niño de Puerto Rico offers a compact disk in Spanish. Eight well known Puerto Rican artists, including sunshine, Logroño, and Camille Carrión narrate original stories in this unique recording. All stories narrated in Spanish. Special offer for NABE members: Regular $13.99 retail value will be sold for $5.00 plus $2.00 shipping and handling per each CD ordered and can be charged to Visa or MasterCard. Fax orders to (787) 723-2058 or Mail to Museo Del Niño, P.O. Box 9022467, San Juan, Puerto Rico 00902-2467. For additional information call (787) 722-3791 or send e-mail to info@museodelninopr.org.

Vamos Juntos a la Escuela. Offers tips for Spanish-speaking parents to help them become involved in their children's learning, from infancy through adolescence. This video kit includes: video featuring real-life vignettes of Latino parents and families dealing with topics such as reading, mathematics, and college preparation; *Las Preguntas que Hacen Los Padres Sobre La Escuela booklet; Servicios e Información Sobre la Educación* brochure; and, *América Vuelve a la Escuela* brochure. This kit can be used in schools, community-based organizations, and homes. Published on 3/20/2000, this video kit can be ordered on-line from the Department of Education's Web page at no cost. Alternate ordering information: Phone: 1-877-4-ED-PUBS; Fax: 1-301-470-1244; Mail: ED Pubs, P.O. Box 1398; Jessup, Md. 20794-1398.

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"Fall for NABE" Promotion
Membership Referral

Refer three colleagues as prospective NABE members and be rewarded! When you provide us with the names and full contact information of three persons involved in the education of language minority students who are not NABE members, you will be eligible to participate in a drawing for one free conference registration to NABE 2001 to be held in Phoenix, AZ (value estimated at $200-300 and does not include ticketed events). A person may submit more than one time.

To be included, mail or fax to NABE office your list of three names and their addresses/telephone, postmarked no later than October 31, 2000. Include your name and contact information.

A Portrait of the NABE 2000 Research and Evaluation SIG Institute

by Virginia Gonzalez, Ph.D.

Introduction

This article provides a portrait or snapshot of the multiple activities of the NABE 2000 Research and Evaluation Institute held February 17-18, 2000 at the 29th Annual Conference of the National Association for Bilingual Education held in San Antonio. I want to open this article by sending a warm message of appreciation to the NABE members who showed interest and motivation in learning how research can improve our educational and assessment practices with bilingual children. Research and Evaluation Special Interest Group (SIG) members were very pleased to meet about 400 colleagues who visited the Institute during the course of the many different sessions offered. My warmest appreciation also goes out to presenters for their interest in participating and contributing to the great success of the Research and Evaluation SIG. I invited speakers who represented expertise in a wide variety of research areas within bilingual education, with the goal of offering our audience a portrait of state of the art of theory and practice.

Dr. Beverly Irby, SIG Co-Chair, and I organized the Institute. We used a variety of formats of presentation delivery, including scheduling a Brown Bag With Scholars, Papers, Symposia, Round Tables, and Poster sessions. We searched for presenters who portrayed a variety of research topics, resulting in a wide selection of themes that encompassed assessment, legislation, reading instruction, and teacher preparation issues.

Institute Highlights-Thursday

The following description provides some of the highlights. The institute began with a Brown Bag Lunch with Scholars. NABE members enjoyed an informal discussion with 14 scholars from institutions of higher education across the country—including Massachusetts, Connecticut, Arizona, California, and Texas. Participants and researchers interacted in small groups, leading to a fun and positive learning experience!

The symposium, "After Proposition 227 in California: An Empirical Assessment," drew a large crowd, as expected. The research team of Eugene Garcia (University of California, Berkeley), Patricia Gandara (University of California, Davis), Laurie Olson (California Tomorrow), and David Ramirez (California State University, Long Beach) focused on a set of research endeavors initiated in the fall of 1998 to assess the implementation of Proposition 227. Their study has gathered information in the following areas: 1) how districts complied with the provisions of Proposition 227; 2) how professional personnel were informed and trained; and 3) how such provisions have impacted students, teachers, and related school personnel. Attendees had the opportunity to engage in a lively discussion in a topic of national interest, as evidenced by the large audience. Applying research into policy issues of national interest, along with systematic documentation, contributes and enlightens the discussion of bilingual education issues under the light of hard evidence.

I, along with co-authors Ellen Riojas Clark (The University of Texas at San Antonio) and Patricia Bauerle (Rio Rico School District), presented the paper, "A Validated Model for the Identification of Gifted Bilingual Students." We featured an empirically validated assessment model, which offers educational implications for identifying young, potentially gifted, language-minority children. The following delineates the model, generated from a series of research studies: 1) is developmentally adequate; 2) differentiates verbal from non-verbal cognitive processes; 3) represents cultural and language-minority factors in its measures and dual-language administrations; and 4) includes teachers, parents and evaluators as informants. Ellen Riojas-Clark and I enjoyed an interested audience, eager to learn and ask questions about best identification and assessment practices for linguistically and culturally gifted Hispanic young students.

The fourth paper was co-authored by a team of researchers and practitioners: Beverly Irby (Sam Houston State University), Rafael Lara-Alecio (Texas A&M University), Richard Parker (Texas A&M University), and Gloria Cavazos, Doris Meyer, Dayon Mixon, and Linda Rodriguez from Aldine ISD. Their presentation, "Components of the National Bilingual Research Agenda for English Language Learners on High-Stakes Assessment," reported findings of the first half of a Title VII Field-Initiated Study. Three research questions were addressed; these focused on various first and second language pedagogical factors influencing English language learners' performance in high-stakes assessments.

In, "The Scholarship of Teaching: The Study of a Second

Language Through a Content Immersion Program, Lilliam Malavé from State University of New York at Buffalo described a scholarship of community service project. In this project, an educational program was designed to teach English to LEP students and Spanish to English speaking children through the content area of science. During her presentation, Lilliam Malavé emphasized educational implications of the research and evaluation process used.

Sylvia Cavazos Peña (University of Texas at Brownsville) and Maria Battaharjee (University of Houston, Downtown) presented the sixth paper in Spanish. "*Bases del Aprendizaje de la Lectura en Español*," showcased a variety of research studies conducted in Mexico and Spain on the process children use in learning how to read. Their research responded to the high need for research with applied educational implications for bilingual Hispanic children in the United States.

The closing session by Liliana Minaya-Rowe (University of Connecticut) closed the first day with great style, or as we say in Spanish—*con un broche de oro.* "Building an Action Research Agenda in Bilingual Education," proved to address a much-needed area and garnered positive responses from all, but especially from the graduate students present. This session examined how doctoral dissertations contribute to research, theory, and practice within an action research agenda serving English language learners. The approach highlighted diverse methodology and a cooperative approach between the home and community, the university faculty, and the doctoral fellows. Due to the very positive feedback that Liliana Minaya-Rowe received in this presentation, we are planning to extend this topic for the NABE 2001 Institute. The workshop will be designed to bring together professors in bilingual education with doctoral students preparing their dissertation proposals. The session will focus on the Steps to Completing a Dissertation—how to plan the dissertation, conduct the study, and write the final report. This led to our planning a separate workshop designed to mentor graduate students in initiating the publication process. We will identify potential publications, for example the *Bilingual Research Journal*, published by NABE that publishes a special issue on dissertations.

Institute Highlights-Friday

The second day of the Institute began with a symposium, "Spanish-Speaking Students with Reading-Related Learning Disabilities," presented by Alba Ortiz, Shernaz Garcia, Millicent Kushner, Phyllis Robertson, and Cheryl Wilkinon—all from the University of Texas at Austin. They reported preliminary findings of a three-year investigation of elementary students identified as having reading-related disabilities in Spanish. The presenters examined profiles of these students, including the nature of their reading difficulties. This symposium described the programs serving these students and targeted the growing interest at the national level in studying the reading processes in bilingual Hispanic young children.

Tomas Yawkey and Chin-Hsing Hsu (Pennsylvania State University) presented, "Relevant Factors Used in Developing Teacher Preparation Programs for Culturally and Linguistically Diverse Learners. They explained several significant factors that research studies have identified as critical and necessary for developing successful teacher preparation programs. They also explained the significant impact that these factors can have on the learning and development of culturally and linguistically diverse children and on the daily life of their families. Yawkey and Hsu presented recommendations they developed for incorporating these factors into training programs.

Throughout this second morning, a parallel strand of sessions took place, including a Poster Session for graduate students and a Round Table Session.

Closing Thoughts

I want to close by saying that the many questions raised by presenters and the audience point to the need to bridge research with practice. This was well accomplished at the Institute where research findings were translated into applied implications for educating bilingual learners. More important, there is an urgent need to bridge the wide gap in achievement outcomes of language-minority as compared to the achievement of majority students. Bridging this gap can occur if researchers and practitioners collaborate closely in action research projects, which shed some light into: 1) applied areas of need in the public school system (e.g., how to identify limited English students who are potentially gifted; how to re-train in-service teachers to better meet the needs of culturally and linguistically diverse students); and 2) the generation of new models and theories for understanding more deeply the processes of development and learning in bilingual students and effective models for professional development and family involvement.

Whether we are researchers, practitioners, or administrators, we continue to face theoretical and applied problems about how to nurture the potential of students who are economically disadvantaged, language-minority, and at-risk for academic failure. Therefore, the aim of the Research and Evaluation SIG for the 2001 Institute will be to highlight the theme, "Bridging the Achievement Gap for Bilingual Learners."

In conclusion, all the presenters and the participating audience at the NABE 2000 Research and Evaluation SIG In-

255

CONTINUED ON PAGE 26

SIG NEWS AND NOTES

CONTINUED FROM PAGE 25

stitute pointed out the need to merge research and practice. By hearing the many sessions featured at the 2000 Institute, all of us left motivated to use research as a guiding map that will lead us into finding the potential "diamond in disguise" present in every bilingual learner. The many sessions at the institute are best portrayed by a popular English saying, "There is nothing more practical than a good theory." The Research and Evaluation SIG truly believes that NABE members received this message!

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Save 20%

Back issues of the *Bilingual Research Journal* (BRJ) are available for purchase at considerable savings. Save $5.00 when you order as a Volume set Volume 21 (Number 1-Winter of 1997; number 2&3 - Spring and Summer of 1997; and 4 – Fall of 1997) or Volume 22 (Number 1 – Winter of 1998; and Numbers 2. 3 & 4 Spring, Summer and Fall of 1998). Current members (individual membership) pay $20.00; non-members pay $32.00 per set.

Other volume sets are also available for sale, please inquire with the publications department. Send $20.00 or $32.00 per volume set ordered to: NABE, Attn: Publications Department, 1030 15th Street, N.W., Suite 470, Washington, DC 20005-4018. Price includes shipping and handling.

DIGITAL DIVIDE

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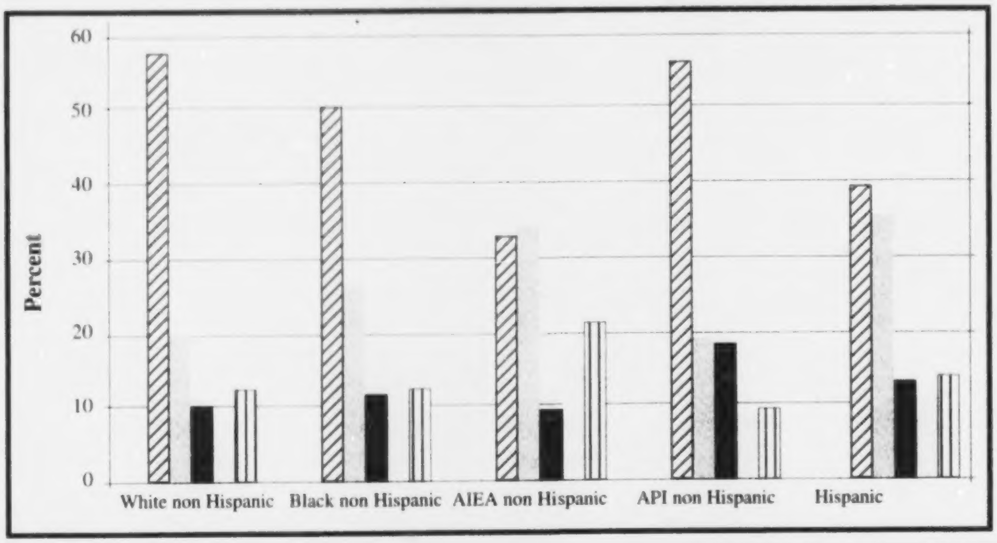
Percent of U.S. Persons Using the Internet Outside the Home by Selected Places, by Race/Origin



SOURCE:
Falling Through the Net: Defining the Digital Divide, 1999.

Aurora Charter School, a collaboration between Centro and Saint Mary's University of Minnesota, invites applications and nominations for experienced Chief Executive Officer, Lead Teacher and Four K-1 teachers. Candidates will be bicultural/bilingual in Spanish. Aurora Charter School is committed to serving as a center of learning that embraces academic excellence and celebrates the gift of Latino culture. It is located in the heart of the Minneapolis/St. Paul Twin Cities area (population 2.5 million).

The Chief Executive Officer will demonstrate the ability to:

- provide visionary and strategic planning for the school;
- attract the maximum gift support possible to the school;
- work effectively with the board of trustees, community groups, employers and staff and students;
- direct professional growth and development of staff;

Qualifications: Required qualifications include: three to five years experience working in K-6 school environment and excellent administrative skills, including managing budgets. An administrative license is preferred but not required.

The Lead Teacher will:

- lead the school's faculty, staff and students in accomplishing the mission of the school.
- have comprehensive knowledge of an experience with the target population;
- have excellent written and oral communication skills:
- knowledge of and three to five years experience working with K-6 populations;
- experience teaching in the classroom; and,
- have experience with program conceptualization and implementation.

Qualifications: Required qualifications include: a degree in education, an Minnesota elementary education license, three to five years working in school, excellent teaching/administrative skills, including planning and managing educational programs.

Four K-1 teachers:

Qualifications: 2-3 years experience teaching/working with target population, caring about children, collaborating as a team player, partnering with parents, willingness to showcase one's teaching, supporting school's mission and willing to learn new skills to address needs of students. A degree in education, current Minnesota licensure or ability to obtain licensure is required. Additionally, candidate must be bilingual in Spanish and English.

Availability: The anticipated starting date is August. Review of applications will begin June.

TO APPLY: Candidates should submit a letter of application, resume and names, addresses, and telephone numbers of three professional references to: Aurora Charter School, c/o Centro, 1915 Chicago Avenue South, Minneapolis, MN 55404

President Signs Proclamation 7299: Asian/Pacific American Heritage Month

Proclamation 7299 of April 29, 2000 Asian/Pacific American Heritage Month, 2000 by the President of the United States of America—A Proclamation. Over the last two centuries, Asian Americans and Pacific Islanders have contributed immeasurably to the richness of our dynamic, multicultural society. Whether recent immigrants or descendants of families who have been here for generations, Asian Americans and Pacific Islanders embody many of our Nation's core values, including devotion to family, commitment to hard work,and pride in their heritage.

The people of this diverse and rapidly growing community have contributed to every aspect of our national life—from engineering and computer science to government, the arts, and sports. For example, Vinod Dahm helped to revolutionize computer technology through the invention of the pentium chip. Governors Benjamin Cayetano of Hawaii and Gary Locke of Washington have devoted their lives to public service.

The talents of novelist Amy Tan have delighted readers across our Nation, while architect and sculptor Maya Lin's stirring memorials to the Vietnam War and the Civil Rights Movement have uplifted and inspired all who have experienced them. And diver Greg Louganis and football star Junior Seau have thrilled sports fans everywhere with their skill and athleticism. While many Asian Americans and Pacific Islanders today are thriving, others are still struggling to overcome obstacles. Because of oppression in their countries of origin, some new immigrants have arrived without having completed their education; once here, some have encountered language and cultural barriers and discrimination. Pacific Islanders, too, must overcome barriers to opportunity caused by their geographic isolation and the consequences of Western influences on their unique culture. For these and other reasons, too many Asian Americans and Pacific Islanders face low-paying jobs, inadequate health care, and lack of educational opportunity.

To assist this community in meeting these challenges, last June I signed an Executive order establishing the White House Initiative on Asian Americans and Pacific Islanders. The Initiative's goal is to improve the quality of life for Asian Americans and Pacific Islanders by increasing their participation in Federal programs--including health, human services, education, housing, labor, transportation, economic, and community development programs—which may not have served them in the past.

My Administration remains dedicated to building an America that celebrates and draws strength from its diversity. Let us use this month to reflect on the many gifts Asian Americans and Pacific Islanders have brought to our nation and embrace the contributions that Americans of all backgrounds make to our increasingly multicultural society.

To honor the accomplishments of Asian Americans and Pacific Islanders and to recognize their many contributions to our Nation, the Congress, by Public Law 102-450, has designated the month of May as "Asian/Pacific American Heritage Month."

NOW, THEREFORE, I, WILLIAM J. CLINTON, President of the United States of America, do hereby proclaim May 2000 as Asian/Pacific American Heritage Month. I call upon the people of the United States to observe this occasion with appropriate programs, ceremonies, and activities.

IN WITNESS WHEREOF, I have hereunto set my hand this twenty-ninth day of April, in the year of our Lord two thousand, and of the Independence of the United States of America the two hundred and twenty-fourth.

Source: Federal Register, 65(66), pp. 25825-25826.

Reflections on the Goals and Practices of Bilingual Education and the Future of the Field

by Ernesto M. Bernal, Ph.D.

Last year at the NABE convention, a young Ph.D. looked at my badge, then declared: "I know that name. You're one of the Old Guard!" For all I know, I was asked to do this brief panel presentation today because the organizers of the Research and Evaluation SIG perceive me to be one of the Old Guard as well.

I have been blessed over the years to maintain collaborative relations with professionals both in the public schools and in higher education. Now I shall take advantage of this opportunity to speak my mind on a number of nagging issues about bilingual education, and I will do so from an old timer's perspective.

Current Politics and Recommendations for Research and Evaluation

To become really effective—during this era of anti-bilingual political rhetoric and public misunderstanding— it is important that the research and evaluation community of scholars and practitioners address the specific issues affecting the fortunes of bilingual education in the public domain.

First, reflect on the fact that all the research done on the effectiveness of bilingual education was not able to reach and convince the public in California to vote against Proposition 227. The passage of this referendum severely restricts the use of any language other than English to teach English-language learners (ELLs) in public school classrooms. We need to expand the purview of our research beyond the theory-to-practice domain and consider how best to communicate accurate information to the public whenever the next referendum on bilingual education is at issue.

Practitioners need to communicate widely the successes that they have had with ELLs in the schools and not limit their newsletters to the parents of the children in the program. University scholars and program evaluators and coordinators need to work more closely to make formal presentations to school boards and to discuss the more innovative programs at professional meetings of groups that are not specifically dedicated to bilingual education.

Secondly, we need to study the public's vulnerability to propaganda about bilingual education. Does the ability of special interests to capitalize on the public's ignorance about bilingual education have anything to do with the fact that historically it has not been made available to students generally but used principally to enhance the educational achievement of linguistically diverse, non-dominant ethnic groups? Early analyses of the California experience suggest that Unz' English for the Children campaign appealed to the public's latent racism and fear of anything that might maintain ethnic loyalties, as if these were inherently divisive to American life. We need to find out who supports Unz and what, if any, is the hidden agenda of his supporters. Why is diversity so threatening to the citizenry of an ostensibly established democracy? What are the media's priorities for coverage, and what can bilingual educators do to tap these resources to achieve positive publicity for effective programs? The testimony of ex-bilingual students would help us to speak more eloquently to the public than we can by ourselves.

Consider that Unz also appealed to the newly found Americanism of many immigrants, who understandably want their children to learn English and who followed the "logic" that instruction in the native language would impede their acquisition of English. Our third focus, then, should be on the social-psychological dynamics of Americans from the non-dominant ethnic groups who voted in favor of the California referendum and in many cases openly supported it. What is it, specifically, that they misunderstand about bilingual education? What do they fear about the prospect of having their child attend a bilingual program? Is the program somehow marked or stigmatized in their minds? Do they actually believe that their children would never learn English through bilingual education, will never succeed—go as far—as ELL children who enter the regular English-monolingual classroom from the start? Or is some other factor at work, such as their distaste of having their children associated with peers from lower socioeconomic classes who speak a "pocho" or "corrupt" form of their native language? At the present time we really do not know, because data has not been collected.

Fourth, I have come to believe that one of the main reasons why bilingual education is viewed negatively in some quarters, even by some of the parents of ELL school children, is that it frequently exists in classrooms segregated by home language and often by ethnic group. Two-way bilingual immersion programs—where the offer to parents of English-proficient students (whatever their ethnicity) to enroll their children is genuine—are much more politically viable. Evaluative research should: 1) examine both the intended and the unintended effects of the various two-way approaches, positive and negative, on the paired native-language groups; 2) define the most efficacious classroom processes; and 3) determine if the requisite teachers' qualifica-

CONTINUED ON PAGE 30

REFLECTIONS ON THE GOALS

CONTINUED FROM PAGE 29

> *"From the purview of one of the Old Guard, I believe that the field of bilingual education should establish new goals."*

tions for successful implementation are realistic for their widespread dissemination. As they become better understood, the efficacy of two-way models and their ethnic integration may make even the standard bilingual practices more acceptable to the public and to the parents of ELL students. This potential exists especially in districts or schools where language minority children are in the majority, as is often the case along the U.S. Fifth, immigrant children entering middle and high schools pose a special challenge for bilingual educators, especially during this era of accountability through state-mandated testing. Obviously, models of bilingual education that posit a student's entry at K or 1st will not serve here. We need new descriptive research on these students and on the public schools' attempts to educate them. Good evaluations of these practices can help us better understand the types of problems we face and the value of different approaches to their solution. How much education did these late-entering, immigrant children typically receive in their native countries? Do their educational objectives and those of their parents match those of the public schools that they attend? What are their chances of passing high-stakes tests, such as those that are requisite for promotion or a high school diploma? Would adolescent immigrant children be better off in an alternative setting, perhaps one similar to the old Newcomer Centers of the early 1980s, or even a GED setting? What happens to their levels of English proficiency and literacy, and what personal characteristics and educational experiences distinguish those who succeed?

Sixth, the California initiative gives us an opportunity to conduct studies we normally would not have designed ourselves. In California, it is possible to study ELL children under circumstances that would not normally be approved by a human subjects committee: a study of the effects of deliberately withholding an efficacious treatment (bilingual education) from children; or a study of what happens to ELLs under alternative methods or with only abbreviated bilingual treatments.

I was gratified to read that the Language Minority Research Institute (LMRI) in California commissioned several studies, but we need to archive databases prior to Prop 227, such as those from large city schools, in order to establish baselines for comparison. Current results should be compared to academic achievement and other salient variables (such as attendance and retention in grade) obtained during a previous period, especially in schools where bilingual education was well implemented and in schools where it was only nominally implemented (in what is technically called a maximal variation sample), so that really informative conclusions might be reached.

Establishing New Goals

We, therefore, need to move to capture whatever data currently exists on ELLs, while laying the foundation to follow new cohorts of these students, documenting the trajectories of their academic achievement and the course of their careers. School districts' bilingual programs can deliver many of these data, especially if they work collaboratively with program evaluators and university researchers. The results of such studies, if they turn out as expected, might be persuasive in a court of law, if not to the public at large. Such studies, too, could provide data against some of the capricious and selective "meta-analyses" of bilingual education that have pestered bilingual education in the past.

Finally, from the perspective of 33 years working in the field of bilingual education, the goals of bilingual education programs, in my opinion, can be seen as too limited in scope. Most bilingual educators of my acquaintance have not been articulate about what they expect ELL students to achieve—that is, really to achieve—as a group. Historically, many of us have been satisfied if ELLs are successfully transitioned into regular educational programs, achieve at or near the average, and enjoy a reduced dropout rate. Perhaps this myopia is why we have not seen longitudinal studies of ELL children, studies conducted long enough to trace high school graduation rates and post-secondary admissions and completions, for instance. Such a study would also help to reconnect researchers and evaluators.

From the purview of one of the Old Guard, I believe that the field of bilingual education should establish new goals, now that the field has been around long enough to have seen more than two to three generations of ELLs who either finished or dropped out of school. The goals of which I speak are to insure: 1) the equitable representation of ELLs and former ELLs in advanced academic programs, such as gifted and talented (GT) programs in the elementary schools; 2) their equitable representation in the higher academic tracks, such as Honors or Advanced Placement classes, at the high school level; and 3) equitable high school graduation rates. Achieving these three goals would imply implementing GT programs for ELL children even before they become English-proficient, passing state-mandated tests for promotion and graduation as first-time test-takers, and drastically lowering the dropout rate.

This vision for English-language learners represents the economic and political fates of culturally and linguistically diverse populations in the United States in the 21st century. If culturally and linguistically diverse peoples are to achieve social parity on their own terms, then they will also have to achieve equitable rates of college admission—a fourth goal for ELLs. These goals, it seems to me, constitute truly meaningful criteria for the public schools to adopt, for these would show, first, that the schools are dealing as efficaciously with culturally and linguistically different children as they are with children from the dominant ethnic group and secondly, that the schools are making it possible to improve the social lot of these non-dominant populations across generations. The assumptions made by bilingual educators in the past—that once a successful transition out of bilingual education was effected—the other factors that affect our children's life chances would somehow take care of themselves, have proven over time to be naive at best. We bilingual educators must take charge of the follow-up and demand equity in outcomes from the schools.

A Call to Action

In some respects the problems faced by language-minority students in the public schools have not changed, e.g., dropout rates, which declined dramatically in the 1970s and 80s, are now up again. In other respects the challenges faced by these students and by bilingual educators have grown in number and in sophistication—as has happened with the influx of older immigrant children into the public schools. In still other ways the developments have been paradoxical, e.g., the renewed emphasis on bilingual GT during the current period, coupled with a diminution of their numbers in many school districts as a result of inclusion—the practice of placing gifted into regular classrooms and then trying to accommodate their special needs.

As members of the Research and Evaluation SIG of NABE, we must seriously reexamine where our efforts will have the greatest impact on the future of bilingual education, not just where our own preferences for research lie. Clearly we do not know enough about the public's response to what appears to us to be a defensible program, bilingual education. The field desperately needs to find out what the effects of California's Proposition 227 on ELL school children will be. To make a thorough review of the efficacy of bilingual educational policies we should commence longitudinal studies throughout the country of students who have had various levels of exposure to bilingual education, including those who successfully transitioned or exited from these programs. We need to study the newest methods and the special efforts being made by frontline bilingual educators throughout the United States to solve the more puzzling problems of praxis in the real world, and disseminate widely and very publicly the practices that seem to succeed.

The future of American public education deserves nothing less.

Editor's Note: This article is an adaptation of the paper presented by Dr. Ernesto Bernal to the Research and Evaluation (R&E) Special Interest Group of NABE. The R&E SIG consists of NABE members whose professional work involves evaluation of bilingual education programs or research into bilingualism, the learning strategies used in acquiring English as a second language, and the social and psychological consequences of bilingual education.

Dr. Ernesto Bernal is a professor of education at the University of Texas-Pan American. His research interests include education of language-minority gifted and talented students.

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NABE News

The news magazine about educational equity and excellence through bilingual education

Translation, State Assessment, and English Language Learners

by Charles W. Stansfield, Ph.D.

As a means of accommodating English language learners (Rivera & LaCelle Peterson, 1993), testing in the native language can be useful in providing a more accurate appraisal of a student's knowledge of the content tested, i.e., one that is not influenced by the student's limited English proficiency. Formal assessment in the native language can be suitably accomplished through the use of a written translation or adaptation of the original version of the test (Stansfield, 1996).

Definition of Terms

A *translated test* is one where the same exact content is rendered into a non-English language. The standard test and translated test then differ only in language, not in content.[1] An *adaptation* is a modified version of the standard assessment. Due to the nature of some tests and their items, adaptation is required in order for the standard test to be appropriately rendered into a non-English language. Adaptation may involve removing some items and replacing them with others that are more appropriate for the native language or valid for the examinee population or for the language of the new test.

Adaptation affects our ability to compare scores on the standard and adapted versions. Thus, statistical adjustments are necessary before scores are reported, in order to ensure that scores are comparable. The change in test content raises validity concerns, especially if a substantial number of items are changed. As a result, it becomes necessary to demonstrate the equivalence of the constructs measured by the standard and adapted instruments. Because this process is long and expensive, adaptation is rarely used in state assessments. Instead, tests whose validity and comparability may change if translated or adapted, are simply not translated or adapted at all.

While the distinction between translated and adapted tests is important, even translated tests normally require minor adjustments to accommodate the language of the non-English version. For example, a mathematics or science test translated to Spanish will reverse the use of commas and periods in the translated version (the number 10,215.64 is written 10.215,64 in Spanish).

Issues

Besides psychometric issues, other issues to be considered in offering translated tests include whether the original test is translatable and whether the translated version is appropriate for any one student. The existence of a native language version of the test does not mean that it is more appropriate than an English version for all students who speak that language. Central issues in considering appropriateness are the degree of the student's literacy in the language and the language in which the student has been educated in the subject being measured by the test.

CONTINUED ON PAGE 6

ISSUE HIGHLIGHTS

NABE 2001 Competitions

Bilingual Teacher 20

Bilingual Student Essay Writing 22

New Texas Tests Assess Reading Proficiency For Limited English Proficient Students

AUSTIN – On Tuesday, March 21, 2000, Texas began testing about 300,000 students who have a limited ability to read and write English to help determine the progress these students are making in learning the English language. The new test, called Reading Proficiency Tests in English (RPTE), was administered to students in grades three through 12 who were considered limited English proficient (LEP) students.

CONTINUED ON PAGE 10

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TABLE OF CONTENTS

Translation, State Assessment .. 1
Message from the President 3
Message from the Exec. Director ... 5
Theory Into Practice 8
Gifted Bilingual Student 12
Call for Information 16
Teacher of the Year 20
Student Essay Contest 22
Asian/Pacific Amer. Ed. 26
A Two-Way Language 29
News and Notes SIG 30
Resources 35
NABE 2000 Product Form 37
BRJ Subscription Form 38
Membership Application 39
NABE 2000 Announcements .. 40

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Message from the President

But I Want My Child to Learn English . . .!

By Dr. Josefina Villamil Tinajero

It was supposed to be an intellectual and stimulating chat with doctoral students at a University seminar about school finance and funding for bilingual programs. The focus was on local vs. federal concerns with Title VII as well as on ideological and political issues surrounding the support for (or attacks on) linguistic and cultural diversity in the U. S. But the question was inevitable. It always appears to be . . . What do I tell parents when they say: *No, I don't want my child placed in the bilingual program. I want my child to learn English! He already knows how to speak Spanish. We speak Spanish at home all the time.*

This time the question came from an elementary school principal, a doctoral student in the Department of Leadership and Foundations at the University of Texas at El Paso. But the question appears to surface time after time everywhere I go. Whether it comes from a principal or from a teacher or a parent, or whether I'm in Texas or California or New York or Connecticut, or whether the question concerns Spanish or Vietnamese, or Chinese, or Navajo, the question always seems to be the same. *What do I tell parents when they say . . .*

How do we Respond?

And just what *do* we tell parents? How *do* we respond to that principal? Or that teacher? Or, for that matter, that superintendent? I've been working with parents and parent groups ever since I was a bilingual teacher in the Ysleta ISD a number of years ago. I've taught courses at the university involving parents in the educational process. And most recently I've met with numerous parents and parent groups as school districts make critical decisions about enhancing or transforming their bilingual programs from early-exit models to maintenance and two-way dual language immersion programs. From parents with very low levels of educational attainment, to highly educated parents representing a variety of professions, to bilingual and monolingual parents with different levels of proficiency in their native languages (including English), the results have always been the same.

Parents *will* and *do* support bilingual education if they understand what it is, how it works and the potential benefits for their children! *Almost without exception*! I've seen parents saying *yes* enthusiastically to bilingual education once they understand how it works. Others have even become some our strongest advocates. I'm sure that many of you have had similar experiences and that you have your own strategies for responding to that familiar question—What do I tell parents if they say *I don't want my child in the bilingual program. I want my child to learn English.?* I take this opportunity to share with you some of my own responses.

Some Basics on Bilingual Education

I always begin by discussing some basic principles of bilingual education—what bilingual education IS and what it is NOT. I explain how bilingual education works (or should work) and how quality bilingual education programs should look like. Included in these conversations are concepts such as the following: Bilingual education is instruction in two or more languages, one of which is English. Bilingual education IS about academic excellence. Quality bilingual programs promote high standards of thinking and knowledge in the curriculum. Bilingual education is also for students whose first language is English, or Navajo, or Russian or other languages. It's also for the gifted and talented.

I remind parents that children whose first language is one other than English are not language-deficient. They are language-endowed! I tell them that their children are language rich! And that all their children have the potential to be bilingual, trilingual, even quadrilingual. Thus, we dispel twisted myths and misunderstandings about bilingual education that prevail even among our most educated parents.

I talk to parents about bilingual education in other countries—about how these programs are perceived as programs of excellence where parents often pay large sums of money to enroll their children. We talk about how other countries define educational "excellence" as mastery of the national language, mastery of academic content AND mastery of a second, third or even a fourth language. Parents always respond positively to these

CONTINUED ON PAGE 11

Message from the Executive Director

Re-energized Efforts Propel NABE Activities

By Delia Pompa

The last several weeks at the NABE headquarters in Washington have been filled with a great deal of activity. As appropriations bills move to the House and Senate floor, we have stepped up our legislative efforts. To help bring the needs of our children squarely into focus, we have solidified a series of partnerships with a wide array of national organizations. We have organized a two-day development forum for the leadership of our state affiliates. And, we have moved the NABE office to its new home—four blocks from the White House.

Our staff has also spent countless hours continuing to improve the Association's publications. We hope you have noticed an intensified effort to provide you articles that will help deepen and expand your knowledge of bilingual education theory and practice. This, as all of NABE's new and re-energized efforts, is a response to our members' needs as voiced in NABE's national membership survey that so many of you took part in earlier this year.

Everything we hear from you reinforces our belief that teachers both need and want more and better professional development opportunities. Over the last thirty years, NABE has provided the premier staff development forum for teachers of English language learners through our annual conference. It is a tradition we are proud of and that we will continue to build on at NABE 2001 in Phoenix. However, we will not stop there.

To further increase the quality and variety of services we provide bilingual education professionals, in the coming year we will be expanding professional development options in several ways. First, we will be hosting more conferences – at least two more, sponsored solely by NABE. And, we will be working in partnership with other organizations to offer several more forums focused on specific aspects of educating English language learners.

Furthermore, the broadening of our work will involve stepped-up outreach to administrators. Our two new regional conferences will focus on some of the toughest challenges these education professionals face—how to assess English language learners and how to ensure that emerging language populations have access to a world-class education.

To top it all off, look for two NABE produced day long institutes at the United States Department of Education's Improving America's Schools conferences.

The months that lie ahead will surely bring new challenges, but they do not excuse us from continuing to improve the education we offer our children. NABE stands ready to work with you in this effort. As always, you can count on the Association to help you address the changing needs of our students, and to help propel them toward academic excellence and personal success. And, as always, NABE will continue to look to its members to ensure that the voice heard on behalf of our children is stronger, wiser, and more united.

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TRANSLATION, STATE ASSESSMENT

CONTINUED FROM PAGE 1

Cost is also an issue in deciding whether to provide a native language version of a test, just as it is with the creation of alternate assessments. A central issue in considering the cost efficiency of a translated test is the number of students that may benefit from it. Cost and numbers have restricted the creation of translated versions in languages other than Spanish, in most states that translate tests. As of yet, there is no commonly used minimum number for determining whether it is cost efficient to translate a test. However, in its district assessment plan, the Philadelphia Public Schools has determined that it will translate a district-wide assessment to a language other than English if 50 or more students can be identified for whom the translated version would be the most appropriate measure.

Experience has shown that not all students who are eligible to receive a translated test will actually choose it over the standard test in English. Often, such students are not fully literate in their native language. Because of this, bilingual test booklets are often used (Stansfield, 1997; Stansfield & Kahl, 1998; Liu et al., 1999).

Some Relevant Literature

The literature on test accommodations identifies several states that provide translated tests. Lara and August (1996) identified 12 states that were administering, piloting, or planning statewide assessments in languages other than English in 1994. Rivera and Vincent (1997) found that New York and New Mexico offered translated versions of high school graduation tests in 1994. In 1996, Stansfield noted that Rhode Island offered translated tests in four languages (Spanish, Portuguese, Lao, and Khmer) for grades four, eight, and ten. Lachat and Brown (1998) report that Massachusetts uses translated versions of its state tests at the fourth, eighth, and tenth grade levels. Liu et al. (1999) report that Minnesota offers translated tests in Spanish, Hmong, and Vietnamese at grades three, five, and eight.

Generally, the literature on translated and adapted tests treats the two the same and reflects a failure to differentiate the degree of technical concerns that come into play when considering these two options for assessing content knowledge in the native language. Hambleton (1994) has led the development of an international set of guidelines for test adaptation. These guidelines outline a variety of technical concerns, and suggest a variety of techniques for dealing with them. Sireci (1997) has reviewed statistical techniques for linking tests across languages. Olson and Goldstein (1997) point out that non-English versions of assessments are generally not available in most languages, and that opinions on technical issues, such as score comparability, are mixed. Whether well founded or not in the context of specific state assessments, technical concerns related to the validity, reliability, and score comparability of translated tests, may partly explain why only a handful of states translate their tests.

> *"The fact that these states have a policy that allows for translations does not mean that a translated version is actually developed."*

State Policies Toward Test Translation

A recent study of 1998-99 state assessment policies (Rivera, Stansfield, Scialdone & Sharkey, 2000), identified three states (DE, KY, and ME) whose policies allow translation of all components of the state assessment system to be translated. Eleven states (CO, MA, MN, NM, NY, OR, RI, TX, UT, VT, WY) have policies that allow translation of some components (tests) within the system. New York, New Mexico and Texas have allowed the translation of tests for some time. In most cases, the above eleven states allow translation of all components except Reading, Writing, Language Arts, or other measures of English skills. The fact that these states have a policy that allows for translation does not mean that a translated version is actually developed. Again, cost, numbers, technical concerns and political concerns may impede the development of translated versions in a given year.

In several of these states, translation refers to a sight translation of the test. Sight translation, usually called oral translation by states, involves an oral rendering into the foreign language of a document written in English. The decision as to whether to utilize sight translation, the provision of the translator, and the qualifications and competency of the translator, are matters that are left up to the school district.

Rivera et al. also found that in 1998-99 test translation was prohibited in six states. These states are DC, IL, IN, NJ, PA, and WV. Again, cost, numbers, technical concerns, and political concerns probably explain these states policies toward translated assessments.

New Title I Requirements

Although currently less than a third of the states allow tests to be administered in students' native language, that situation is likely to change soon. That is because the new requirements for Title I of the *Improving America's Schools Act of 1994* go into effect in the 2000-2001 school year. By spring 2001, all states receiving Title I funds must have in place an assessment system that meets a set of requirements designed to ensure the inclusion of English language learners in the state assessment system. Regarding translation, Section 1111(b)(3)(F) of Title I calls for state assessments that shall provide for "the inclusion of limited English proficient students who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do, to determine such students' mastery of skills in subjects other than English." Section 1111(b)(5) requires that "each state identify the languages that are present in the participating student population and indicate the languages for which yearly student assessments are not available and needed." Moreover, a summary guidance document for states recently issued by the U.S. Department of Education specifies: "If native-language assessment is practicable, and if it is the form of assessment most likely to yield valid results, then a State must utilize such assessments."

> *"There is no commonly used minimum number for determining weheter it is cost efficient to translate a test."*

Given the above requirements, educators are likely to see increased interest in test translation in the US during the immediate future. Bilingual educators and those involved in state assessment programs would do well to learn more about test translation. By doing so, they can establish the most appropriate policies and procedures for selecting existing native language tests or for translating or adapting tests, and for determining who should receive an existing native language test, or a translated or adapted version of the state assessment.

[1] Note. Portions of this article are reproduced from Rivera et al., 2000.

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Theory and Practice in Bilingual Education

Column Editor: Dr. Lucy Tse, Arizona State University, Tempe, AZ

Derailing Education with Educational Statistics

by Margaret Moustafa, Ph.D.

Question: When is data-driven policy poor policy? Answer: When it is based on misleading data.

Data has the power to inform—and misinform. Almost half a century ago Darrell Huff wrote in *How to Lie with Statistics* that "The secret language of statistics, so appealing in a fact-minded culture, is employed to sensationalize, inflate, confuse, and oversimplify." While, as a culture, we have a healthy skepticism for statistics used to promote commercial products, we are more trusting of statistics used to evaluate education, especially statistics compiled by governmental bodies.

In recent years, David Berliner and Bruce Biddle in *The Manufactured Crisis* (1995) and Gerald Bracey in the annual *Bracey Reports* in the *Phi Delta Kappan* have deconstructed misleading statistics used to discredit public education. Jeff McQuillan in *The Literacy Crisis* (1998) and Denny Taylor in *Beginning to Read and the Spin Doctors of Science* (1998) have deconstructed misleading statistics in literacy education.

This article analyzes an important subset of misleading statistics in literacy education—statistics involving limited English proficient children. Data on limited English proficient children, perhaps more than any other educational data, have been effectively used—or more properly said, misused—to affect literacy education policy in California and the nation. Here I will discuss (1) the limited English proficient factor in the National Assessment of Educational Progress (NAEP) reading scores and in California's reading assessment, and (2) the reporting of limited English proficient children's reading proficiency in English.

In 1993 the National Assessment of Educational Progress began reporting fourth grade scores state by state rather than only as a national score. When California fared poorly relative to the other participating states in the 1992 and 1994 reading assessments, California's contemporary reading instruction policy was blamed. Since the states that had the highest NAEP reading scores in 1992 and 1994—New Hampshire in 1992 and Maine in 1994—also had contemporary reading instruction policies, the reasons for California's poor showing must lie elsewhere.

Group test results are affected by who is included and excluded in the testing and reporting. As can be seen in Table 1, more limited English proficient children are included in the NAEP in California than in any other state. (Forty percent of the nation's limited English proficient children are in California.) While it takes *five to seven years* under ideal circumstances for non-native speakers of English to achieve in English at levels equal to their native speaking peers (Collier, 1989), in the 1992 and 1994 NAEP assessments all limited English proficient children enrolled in an English speaking school *two or more years* and those enrolled less than two years but judged to be capable of taking the exam are *included* in the NAEP. Because, by definition, limited English proficient children do not score as well as English proficient children in tests in English, the inclusion of large numbers of limited English proficient children in a test of reading in English affected California's average. (We will see further evidence of this below.) While the limited English proficient factor has an especially strong effect on the average of the Hispanics taking the NAEP, it also effects the averages of the Whites and Asians.

Table 1
1994 NAEP Limited English Proficient Students as a Percent of Each Participating State's Students, Grade 4

% Limited English Proficient Students	Identified	Excluded	**Included**
Nation	6	3	**3**
Alabama	0	0	**0**
Arizona	11	3	**7**
Arkansas	0	0	**0**
California	*23*	*9*	***14***
Colorado	4	2	**2**
Connecticut	4	3	**1**
Delaware	1	1	**0**
Florida	5	2	**3**
Georgia	2	1	**1**
Hawaii	5	1	**4**
Idaho	3	1	**2**
Indiana	0	0	**0**
Iowa	1	0	**1**
Kentucky	0	0	**0**
Louisiana	1	0	**1**
Maine	1	1	**0**
Maryland	1	1	**0**
Massachusetts	5	3	**2**
Michigan	1	0	**1**
Minnesota	2	1	**1**
Mississippi	0	0	**0**
Missouri	0	0	**0**
Montana	1	0	**1**
Nebraska	1	1	**0**
Nevada	10	7	**3**
New Hampshire	0	0	**0**
New Jersey	1	2	**1**
New Mexico	4	2	**2**
New York	6	3	**3**
North Carolina	1	1	**0**
North Dakota	1	0	**1**
Pennsylvania	1	1	**0**

(**Table 1 continued**)

% Limited English Proficient Students

	Identified	Excluded	**Included**
Rhode Island	3	1	**2**
South Carolina	0	0	**0**
Tennessee	0	0	**0**
Texas	13	5	**8**
Utah	2	1	**1**
Virginia	2	1	**1**
Washington	4	1	**3**
West Virginia	0	0	**0**
Wisconsin	2	1	**1**
Wyoming	1	0	**1**

Source: National Center for Education Statistics (http://ncesed.gov)

Despite the fact that the NAEP compares dissimilar children, California's relatively low 1992 and 1994 NAEP reading scores were used to discredit contemporary reading instruction and promote traditional reading instruction in California and around the nation. California's NAEP reading scores were used in 1995 to abruptly withdraw California's contemporary reading / language arts framework and begin a process that led to a new framework that advocates decodable stories in lieu of predictable stories in beginning reading instruction. They were cited when California legislators wrote state laws designed to implement traditional reading instruction. They were cited when the U.S. Congress wrote the *Reading Excellence Act.*

Even with radical policy changes from 1995 to 1998, California's 1998 NAEP reading scores were identical to its 1992 scores. Until the NAEP reading scores of limited English proficient children are disaggregated from those of English proficient children and we can compare English proficient children with English proficient children, California's NAEP reading scores will be lower than the rest of the states regardless of what reading instruction policy and practices are in place in California.

In 1998 California began using the Stanford 9 Achievement Test, or SAT 9, statewide. The SAT 9 was normed on a student population where 1.8% of the children were limited English proficient. Twenty-six percent of California's children are limited English proficient.

When a lawsuit in 1998 temporarily blocked the release of California's limited English proficient children's scores on the SAT 9, the state released the scores of the limited English proficient children at the state level only. This allowed us to compare English proficient children in California with English proficient children in other states. As shown in Table 2, the scores show that California's English proficient children who were in first grade between 1990-91 and 1994-95—the years California's contemporary reading / language arts framework was in place—were learning to read at rates comparable with English proficient children in other states.

After a judge declared the scores of limited English proficient children public information, the state *combined* the scores of English proficient and limited English proficient children. As can be seen in Table 2, the consequence of combining the scores lowered the reading scores 8 and 9 percentage points among elementary grade children achieving at the 50% level or better. When the state reported the scores by county, district, and school, it did not disaggregate the scores of the limited English and English proficient children. Rather, it reported the combined scores, in effect giving a false low. This had an especially large effect on the reading scores of schools serving large numbers of limited English proficient children.

In 1999 California disaggregated the SAT 9 reading scores by English proficiency at the state, county, district, and school levels enabling us to compare English proficient children's scores across schools. However, the following January it reversed this step forward by releasing an Academic Performance Index (API) for each school. In the API the SAT 9 scores of limited English and English proficient children were combined.

While the scores of limited English proficient children have been used to misrepresent the accomplishments of English proficient children in California, the scores of

Table 2

California's 1998 *SAT 9* [illegible]ing Scores at the State Level: Percent Scoring at or above the 50th National Percentile Rank

Grade	Students' Scores English Proficient	Limited English Proficient	All	Effect of Combining Scores
2	48 %	15 %	40 %	-8
3	47 %	9 %	38 %	-9
4	49 % *	9 %	40 %	-9
5	50 % *	8 %	41 %	-9
6	50 % *	7 %	42 %	-8
7	52 % *	7 %	44 %	-8
8	53 % *	7 %	46 %	-7
9	39 %	3 %	34 %	-5
10	36 %	3 %	32 %	-4
11	40 %	4 %	36 %	-4

Source: California Department of Education (<http://star.cde.ca.gov/report.html>)

* English proficient students who were in first grade sometime between the time books consistent with California's contemporary reading / language arts framework were first available in classrooms and the time the framework was withdrawn

CONTINUED ON PAGE 15

NEW TEXAS TEST ASSESSES READING

CONTINUED FROM PAGE 1

"This test will help us monitor the progress students are making in their efforts to learn English. It also gives us an additional way to monitor the effectiveness of bilingual and English as a second language classes," Commissioner of Education Jim Nelson said. This year's test results will form a baseline for these students by determining the current level of their English skills. Results in subsequent years will show how much these skills have improved.

A new, different sort of test from the TAAS was deemed necessary for these youngsters because a traditional standardized test cannot determine whether a student incorrectly answered a test question because they didn't know the material covered or because they didn't read English well enough to comprehend the question. This test, which was mandated in Senate Bill 103 passed by lawmakers in 1999, will help make that distinction.

> *"...a traditional standardized test cannot determine whether a student incorrectly answered a test question because they didn't know the material covered or because they didn't read English well enough to comprehend the question."*

RPTE tests have been developed for four grade groupings: grade three; grades four and five; grades six through eight; and grades nine through 12. Each of the four tests will assess three reading proficiency levels called the beginning, intermediate and advanced levels. Students who are at the beginning level of reading proficiency typically have minimal ability to derive meaning from English text. They generally understand very little English and tend to read very slowly and word for word. Because their English is limited, their comprehension quickly breaks down when they try to read texts that are written for non-LEP students at their grade level.

Students at the intermediate level have a larger English vocabulary and a basic sense of the structure of the English language. However, they tend to interpret texts very literally and have difficulty following story lines that have a surprise twist or a nonstandard format. They still rely heavily on prior knowledge to confirm meaning in a reading passage.

Students at the advanced proficiency level are becoming fairly functional readers of English. They can read longer, more complex texts because they are familiar with the structure of the English language and use this knowledge effectively to construct meaning. Students at this level may still have difficulty with certain words and structures as compared to their native English-speaking classmates, but with assistance they can usually understand materials written for their grade level.

The RPTE is designed to form a bridge to the English TAAS reading tests. Each question not only assesses English proficiency but is tied back to a particular curriculum standard and a particular TAAS reading objective. The tests, which will include 56 to 60 items, will assess these TAAS objectives: word meaning; supporting ideas; summarization; relationships and outcomes; inferences and generalizations; and another objective that covers point of view, propaganda and fact and opinion. Results of the test, which was designed by educators and testing experts at the state and national level, will be released in May when TAAS results are released.

The idea for the RPTE began five years ago when the Texas Legislature required the commissioner of education to propose a way to evaluate the progress of LEP students who were eligible for an exemption from the TAAS. Concerns had been raised in Texas and other states that had large numbers of LEP students who were being exempted from the assessment system. In 1999, more than 45,000 Texas students with limited English skills were exempt from the TAAS test, with more than half of those exemptions occurring in grades three, four and five.

A student is identified as limited English proficient if the home language survey required to be completed by all Texas students shows that a language other than English is primarily spoken at home. Students from those homes are then given an oral, and sometimes a written, exam to determine their English fluency. Based on the scores on those exams, a language proficiency assessment committee or LPAC, which is made up of an administrator, a parent, bilingual teacher and sometimes an English as a second language teacher, determines whether the student should be designated as limited English proficient.

Under state law and State Board of Education rules, LEP students who are exempt from taking the TAAS, as well as LEP students who take the Spanish or English version of the TAAS will take the RPTE. LEP students who are also considered special education students will take the RPTE unless their admission, review and dismissal committee, which oversees their educational program, exempts them from the test on the basis that their disability prevents appropriate measurement on this type of test.

Board rules require students to take the RPTE annually until they have demonstrated an established level of English reading proficiency and take the TAAS in English. A LEP student who arrives in the United States for the first time in the spring semester of a school year will not be required to take the RPTE that year if the language proficiency assessment committee determines that the student reads virtually no English. The student's test will simply be marked to show that he or she has no English reading proficiency. That will then become the baseline against which the child's progress is measured in coming years. Another major change will occur in the testing of LEP students in the 2000-2001 school year. Beginning next year, the only LEP students who will be exempt from taking either the English or Spanish TAAS test will be immigrants who have been in the U.S. for 12 months or less and are found by the language proficiency assessment committee to have had inadequate schooling in the previous country in which they lived. This year, LEP students who are immigrants and who have been in U.S. schools for three years or less are eligible for an exemption from TAAS, if that is deemed necessary by the LPAC. For more information about the RPTE and the testing of LEP students, see the Texas Education Agency's website at http://www.tea.state.tx.us/student.assessment/.

Texas Education Agency (TEA), Communications Division, *(512) 463-9000*, Last Update - March 24, 2000. *Send comments or suggestions to the Web Administrator.*

<<NABE>>

MESSAGE FROM THE PRESIDENT

CONTINUED FROM PAGE 3

ideas. Some of them are products of bilingual programs in other countries and are always ready to enthusiastically share their own experiences.

Bilingual Programs Teach Children English

Parents need to understand that one of the primary goals of bilingual education programs is to teach children English. Every single bilingual program, I tell them, must include a strong component of English language development—to include literacy in the L1. Thus every single bilingual teacher (whether in an Early-Exit, Late-Exit, Maintenance or Two-Way Dual Language Immersion setting) must dedicate part of the day to teaching children English. We know that children must learn English and that they must learn it well.

Bilingual Programs Teach English and MORE

Parents also need to understand that their children must learn more than just English. Mathematics, science, social studies and the language arts must also be taught. In bilingual programs, these subject areas are initially taught through the first language L1. Here children learn not only subject matter but they also develop academically and intellectually. It is important that parents understand the need to continue developing the first language L1. Young children don't know all the L1 they need to know when they first come to school even if they have grown up in a rich language environment. The L1 must continue to be developed.

The Miracle of Language

I also talk to parents about the miracle of language—about the sacredness and value of their children's first language—the mother tongue. I tell them that language is precious, that it is a treasure. I explain that language is the vehicle of all that their children know, think and dream. It is one of the most salient aspects of culture and that language is a miracle; a precious treasure. For that reason, their children's mother tongue must not be muted; it must not be silenced. Even when their children learn a second or third language, the mother tongue must still be preserved and developed. It is the very essence of their being and must be cherished, preserved and given voice.

I point out to mothers, in particular, that from the time they carried their babies in their wombs, their children were learning the rhythm and sounds of their language. I explain that infants learn the sounds of the native language by the age of six months by virtue of multiple exposures to the language. By age 12 months, an infant's auditory map is formed. As children grow up, their native language is a source of knowledge, a source of intellectual and academic development. Their children bring a valuable tool for learning when they come to school.

We talk about how language is the greatest God-given miracle, that the mother tongue colors children's view of the world, and that it shapes perceptions. It influences our thinking patterns. And according to some linguists, language is an instrument of thought and self-expression. Embedded within their child's native languages we find the history, the culture, the traditions, the very life of a people, and even more; we find the moral and spiritual, the supra-human dimensions of life. Parents

CONTINUED ON PAGE 28

A Validated Model for the Identification of Gifted Bilingual Students

By Virginia Gonzalez, Ph.D., Ellen Riojas Clark, Ph.D. and Patricia Bauerle, Ed.D.

This is a summary of a research presentation delivered as a paper session at the Research and Evaluation Special Interest Group (SIG), held at the National Association for Bilingual Education (NABE) 29th Annual International Conference in San Antonio, Texas. A brief overview of the study is presented below, with reference to its purpose and objectives, the theoretical framework proposed, the most important features of the methodology used, and the most significant results in the form of conclusions with theoretical and practical implications.

Purpose and Objective

The main purpose of this study was to present evidence supporting our argument that cognitive giftedness in young, low socioeconomic status (SES), Hispanic children can be identified when using measures that represent cultural and linguistic developmental factors. Our main objective is to uncover patterns or profiles of cognitive and language development when comparing: (1) non-verbal and verbal performances in culturally and linguistically gifted children; (2) standardized and alternative methods of cognitive and language development; and (3) reports of different informants including parents, teachers, and evaluators. The objective of this study was to test empirically an identification and assessment model that offers several advantages over traditional assessment approaches when used with young language-minority children, because it: (1) is developmentally adequate; (2) differentiates verbal from non-verbal cognitive processes; (3) represents cultural minority factors in its stimuli and tasks; (4) uses dominant language administration representing both the minority and mainstream dominant languages; and (5) includes parents, teachers, and bilingual/bicultural evaluators as multiple informants across home and school environments representing both the minority and mainstream cultures.

Theoretical Framework

The model used for identifying gifted Hispanic children endorses developmental, constructivistic, and ecological perspectives derived from contemporary cognitive psychology theory (i.e., the constraint approach, e.g., Markman, 1984) and neo-Piagetian approaches (e.g., Lewis, 1991; Matarazzo, 1992). The model represents cultural, linguistic, and developmental variables affecting cognition and language in minority young children. Within this assessment model multiple alternative developmental measures including different informants and contexts (i.e., parents' and teachers' ratings of the children' s cognitive development), and verbal and non-verbal tasks were used for the identification of giftedness in Hispanic kindergartners. The two developmental assessment methods used in this study were created on the basis of this mode—The Qualitative Use of English and Spanish Tasks (Quest) developed by Gonzalez (1991, 1994, 1995) and the Cartoon Conservation Scales (CCS) developed by De Avila (1976).

Thus, this study used as a framework an interactional model of variables stemming from cognitive, linguistic, and sociocultural dimensions. We conducted an extensive critical review of the literature, representing the study of these variables in the analysis of the characteristics of verbal and non-verbal conceptual development in monolingual and bilingual children. Based on this extensive review we found two separate modules of literature: (1) studies conducted with monolingual children from a traditional framework encompassing Chomsky' s (1975), Piaget's (1968), and the Sapir (1929)-Whorf (1958) hypotheses; and a more contemporary perspective represented by the constraint approach; and (2) studies conducted with bilingual children, emphasizing the advantages of bilingualism for children's cognitive development.

Within this second module of literature, bilingual research studies conducted within the last 40 years demonstrated the presence of advantages of bilingualism on cognitive development, resulting from having access to two symbolic representational systems (as evidenced by a variety of explicit metalinguistic behaviors e.g., change of language in relation to audience and social experiential context, change of language to match vocabulary knowledge). However, within this second module of literature, there was also documentation of the need for more research studies examining the relation of thought and language with cultural representations in bilinguals, addressing the universal versus culture-language specific question. Thus, we intended to study bilingual children as *living laboratories* for the interaction among: (1) linguistic experiences, (2) verbal and non-verbal thinking processes, and (3) different cultural environments.

Methodology

Research questions. Three areas of inquiry were the focus of this study, stemming from the following research question: What are the patterns of first-and-second language development that emerge when potentially gifted, Hispanic children are assessed by: (1) a standardized test (LAS) and alternative measures (teachers' and parents' ratings), (2) the Cartoon Conservation Scales (CCS), and (3) QUEST?

Subjects. Thirty bilingual Hispanic kindergartners participated in this study. They were first, second, and third generation Mexican-Americans. These children were attending public schools in low SES neighborhoods in the central Texas and south Arizona areas. Children were considered bilingual when they used both languages at home and school, even if they were not proficient in either language. Subjects were selected based on two referral procedures for giftedness: (1) the Home Language Survey (Gonzalez, 1991), and (2) a Teacher and Parent Rating Scale of Giftedness.

Instruments. Measures used for data collection included: (1) the Home Language Survey and Teachers' and Parents' Ratings of the Child's First-and-Second Language (Gonzalez, 1991, 1994), which consist of open-ended questions and Likert scales asking parents information about their own and their child's Spanish and English proficiency, and their personal cultural background; and (2) the Teacher's and Parents' Rating Scale of Giftedness, that was designed in collaboration with school personnel and consists of seven open-ended questions eliciting respondents to describe the child's linguistic, problem-solving, and individual and group working and playing abilities at home and at school. In addition, individual assessments of each child were conducted in her or his dominant language using the QUEST. A developmental alternative assessment method, the QUEST includes verbal (labeling, defining, and verbal justification of sorting) and non-verbal (sorting and category clue) classification tasks. It is designed to assess bilingual children's general and linguistic-gender conceptual processes for two different abstract, symbolic and linguistic semantic categories represented by animals (animate) and food (inanimate) objects. Stimuli used for the five classification tasks were plastic full-color objects representing 14 groupings reflecting the interaction of cognitive, cultural, and linguistic factors. The scoring system is divided into five point assignment areas including language development, verbal and non-verbal general, and verbal and non-verbal gender areas, based on which children's responses were categorized into eight developmental categories (no classification, pre-conceptual: perceptual, pre-conceptual: functional, symbolic representations, analogical reasoning, concrete, creative thinking, and metalinguistic abilities).

The CCS was also administered individually to each child in his or her dominant language. The CCS is a measure of intellectual development derived from Piagetian theory. It is based upon the universality of conceptual tasks including length, number, substance, distance, egocentricity, horizontality, volume, and probability. Finally, scores provided by school districts on the Language Assessment Scales or LAS, (De Avila & Duncan, 1986) were used for determining the language proficiency of the children in Spanish and English, as well as their language dominance.

Procedure. Classroom teachers were asked to nominate bilingual children who were potentially gifted. Surveys were sent to the parents who gave consent for their children's participation in the study. Trained bilingual, graduate students of school psychology and bilingual education programs completed individual administrations of QUEST and CCS in the child's dominant language.

Data source. The qualitative data collected using the alternative measures (QUEST and CCS) was coded using nominal categories representing developmental scoring systems. In addition, these two alternative measures and the standardized test used (LAS) were analyzed statistically with factor analysis tests and Varimax rotations. A combined interpretation of qualitative and statistical analyses was conducted, resulting in an insightful view.

Results and Conclusions

The most important finding is that this study generated a revised model of cognitive and language development in bilingual children, when cultural and linguistic factors are represented in alternative measures. As observed across the three research questions tested, the emerging constructs in this revised model can help us identify patterns or profiles of language development in Spanish and English in potentially gifted, young, Hispanic children. Even though this study introduced some methodological changes in the qualitative and statistical analysis of QUEST data, the resulting patterns or factors still have some structural similarities with the original model.

In reference to the first research question, four factors, or patterns of first-and-second language development, emerged when potentially gifted, Hispanic children were assessed with a standardized test (LAS) and alternative measures (teacher and parent ratings). These four factors clustered by school or home language contexts and showed a positive correlation between school culture measures and informants for the English language (LAS

CONTINUED ON PAGE 14

GIFTED BILINGUAL STUDENTS

CONTINUED FROM PAGE 13

scores and teachers' ratings); and a negative correlation between home language (in Spanish or English) and school culture measures (in English or Spanish correspondingly).

Thus, these four factors represent the underlying four independent constructs of language proficiency separated by context (home and school) and language (Spanish and English). These four patterns also indicated that the ratings of different informants (parents and teachers) were independent, and only moderately correlated, with a standardized measure of both Spanish and English proficiency levels (LAS).

In reference to the second research question, only one pattern of cognitive or non-verbal development emerged when potentially gifted, Hispanic children were assessed with the CCS. It appears that the CCS measures primarily one construct and that children's responses were consistent for the number and length scales. Analysis of the third research question revealed the presence of two patterns for the same language-minority child's performance in QUEST, showing that he or she represents knowledge in the following ways: (1) symbolic culturally loaded forms, unique to the Spanish language structures, which are related to their non-verbal concept formation abilities; and (2) universal forms shared by both their first-and-second languages, which are related to their non-verbal and verbal concept formation abilities that present cultural and linguistic commonalities. Thus, the particular language and cultural content influences how a bilingual child forms verbal and non-verbal concepts. In addition, this revised model expands the original model into more specific developmental profiles in light of new data and more complex coding systems.

Theoretical and Practical Educational Implications

This study adds evidence to a series of studies (see e.g., Clark & Gonzalez, 1998; Felix-Holt & Gonzalez, 1999; Gonzalez, Bauerle, & Felix-Holt, 1994, 1996; Gonzalez, Bauerle, Black, and Felix-Holt, 1999; Gonzalez, Brusca-Vega, & Yawkey, 1997; Gonzalez & Clark, 1999; Oviedo & Gonzalez, 1999; Williams & Gonzalez, 1999), which together have proven that regardless of degree of language proficiency in first-and-second language, bilingual children (even the so considered limited English proficient -LEP) show advantages in how they construct verbal and non-verbal concepts. This evidence contributes to the need for developing valid and reliable alternative methods for the identification of cultural and linguistic giftedness in young, low SES, Hispanic, language-minority children by: (1) including parents and classroom teachers as independent informants of the children's home and school language proficiency levels and potential for cognitive giftedness; (2) comparing children's performance in standardized tests with their parents' and classroom teachers' ratings of their first-and-second-language proficiency levels; and (3) assessing children's cultural or non-verbal, and linguistic or verbal abilities of forming concepts in their dominant language, with developmentally appropriate problem-solving tasks used by trained bilingual evaluators.

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THEORY INTO PRACTICE

CONTINUED FROM PAGE 9

standardized reading tests, as presently reported, are meaningless as a measure of how well our limited English proficient children are doing academically in English. One reason is that the scores of limited English proficient children are not reported by years of enrollment in U.S. schools. Few would expect non-native speakers of English who have been in U.S. schools two years, for example, to be achieving in English at a level comparable to native speakers of English. Conversely, most of us would be concerned if we knew that non-native speakers who have been in U.S. schools 10 years, for example, are still not achieving at levels comparable to native speakers of English. How can one measure success if the length of time children have been in the system is not part of the data?

Another reason scores on standardized tests, as currently reported, cannot tell us how well limited English proficient children are doing in acquiring academic skills in English is that once limited English proficient children achieve in English at a level equal to native speakers, they are no longer limited English proficient. How can one measure success if those who succeed are deleted from the data?

Still another reason that scores on standardized tests cannot tell us how well limited English proficient children are doing in acquiring academic skills in English is that the tests do not report the educational level of limited English proficient children's families and/or the children's level of education before coming to the U.S.. Immigrants who were well educated in their home country will succeed better in our schools than immigrants who were not well educated in their home country, regardless of the educational program in this country.

CONTINUED ON PAGE 36

Does Your School or School District Service Gifted Bilingual/ESL/LEP Students?

A Call for Information

TO: All NABE News Subscriber

FROM: Gifted Education Special Interest Group
National Association for Bilingual Education
Dr. Jaime A. Castellano, Chairperson

SUBJECT: Data Base of Schools/School Districts Servicing Gifted Bilingual/ESL/LEP Students

If your school or school district is servicing gifted bilingual/ESL/LEP students, please complete the brief survey below. The Gifted Education Special Interest Group of the National Association for Bilingual Education is attempting to develop a data base of these schools and/or school districts. Results of this survey will be reported in subsequent NABE News issues.

Mail or Fax the Completed Survey to:
Dr. Jaime A. Castellano, Chairperson
Gifted Education Special Interest Group
School District of Palm Beach County, Florida
Department of Exceptional Student Education
3388 Forest Hill Blvd., Suite A-203
West Palm Beach, FL 33406
Fax: (561) 936-3858
Phone: (561) 845-7062

Please Complete the Following Demographic Information on Your School or District and Return It With Your Completed Survey

1. Name & Address of School or District:
2. Number of Gifted Bilingual/ESL/LEP Students:
3. Total Number of LEP Students Enrolled in School or District:
4. Type of School or District: ___ Urban ___ Suburban ___ Rural

Survey Items

1. What eligibility criteria is used to identify bilingual/ESL/LEP students? Please check all that apply.

Quantitative Criteria

___ IQ Score
___ Achievement Test Scores
___ Non-Verbal/Performance-Based Measures
___ Current School Performance
___ Past School Performance
___ Test of Cognitive Ability
___ Language Screening Instrument

___ Other: ____________

Qualitative Criteria

___ Gifted Characteristics Checklist
___ Portfolio of Student Work
___ Criterion-Referenced Measures
___ Test Creativity
___ Teacher Observation/Anecdotes
___ Parent Interview
___ Student Interview
___ Dynamic Assessments
___ Writing Samples
___ Performance-Based Products
___ Other: ____________

2. What gifted education program delivery model(s) is/are used in your school and/or district to implement gifted education services to eligible bilingual/ESL/LEP students? Please check all that apply.

Part-Time Temporary Programs

___ Pull-out Program
___ Mentorships
___ Subject Skipping
___ Telescoping
___ Dual/Joint Enrollment
___ Accelerated Classes
___ Grade Skipping
___ Correspondence Courses
___ Telecourses
___ Other: ____________

Full-Time Grouping

___ Magnet Schools
___ Gifted Schools
___ School Within a School
___ Self-Contained Classroom
___ Special Classes
___ Ability Grouping/Clustering
___ Multi Age/Grade Classrooms
___ Curriculum Compacting
___ Other: ____________

3. At what grades are services offered?

___ Kindergarten
___ Grade 1
___ Grade 2
___ Grade 3
___ Grade 4
___ Grade 5

___ Grade 6
___ Grade 7
___ Grade 8
___ Grade 9
___ Grade 10
___ Grade 11
___ Grade 12

4. What linguistic/cultural groups are most represented in your gifted programs for bilingual/ESL/LEP students?

___ Hispanic
___ African
___ Haitian
___ Other: ____________
___ Asian
___ European

5. Approximately what percentage of gifted bilingual/ESL/LEP students served are male? Female?

___ % are males
___ % are females

6. Which of the following choices best describes the teacher(s) used to service students?

___ Bilingual Education Certified/Endorsed Only
___ ESL Certified/Endorsed Only
___ Gifted Education Certified/Endorsed Only
___ Dually Certified in Gifted Education and Bilingual or ESL Education

7. In what language(s) is/are gifted education services offered?

___ English Only
___ Spanish Only
___ English & Spanish
___ Other: ____________

8. Which of the following served as the primary catalyst for developing and implementing a program for gifted bilingual/ESL/LEP students?

___ Local School Initiated Program
___ Local District Initiated Program
___ State Mandate
___ Office for Civil Rights Mendate
___ Received a Javitz Grant
___ Received a Title VII Grant
___ Parent Initiated
___ Other: ____________

9. Who provides the professional development training of your teachers?

___ Classroom Teachers
___ Consultants
___ State Level Personnel
___ Other: ____
___ District Office Staff
___ University Personnel
___ Federal USDOE Personnel

10. (FREE RESPONSE ITEM) What are your greatest challenges in providing a high quality program to your gifted bilingual/ESL/LEP students?

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Implementing the ESL Standards for Pre-K–12 Students Through Teacher Education

Edited by Marguerite Ann Snow

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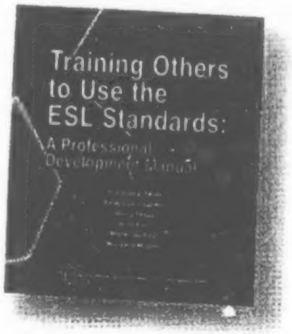

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NABE 2001
BILINGUAL TEACHER OF THE YEAR CONTEST

INTRODUCTION: In recognition of the efforts that bilingual classroom teachers make on behalf of linguistic-minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Teacher of the Year Competition*. Each year, NABE and its affiliate organizations honor an outstanding bilingual teacher nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 2001 Bilingual Teacher of the Year competition will receive a $2,500 scholarship to further his/her education and/or to use for the students in his/her class. In addition, the winner will be flown to the 2001 NABE Conference in Phoenix, Arizona, to receive his/her award.

NOMINATIONS: **Only NABE affiliates in good standing are eligible to nominate candidates**. Nominations should be made, and the winner will be chosen, without regard to age, sex, race, national origin, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate only one candidate. The candidate must be a current NABE member in good standing and a current member of the NABE affiliate. Nominations which do not comply with these requirements will not be considered.

QUALIFICATIONS: Candidates must be exceptionally skilled and dedicated teachers in a bilingual program for pre-Kindergarten through grade twelve. Only bilingual classroom teachers who work full-time with students and have at least three years of experience qualify. Candidates must have distinguished themselves as leaders and outstanding teachers. Candidates should enjoy the respect and admiration of students, parents, and co-workers. They should play active and useful roles in their communities as well as in their schools. Finally, candidates should be poised and articulate and willing and able to grant public interviews and make presentations. He/she should be fluently bilingual. The most important qualification to consider is the candidate's proven ability to inspire limited English proficient students of various backgrounds and abilities to excel.

PRESENTATION OF MATERIALS: As part of the nomination process, the NABE affiliate is responsible for submitting a portfolio of materials for their candidate to be used by the selection committee in its deliberations. Material should be typed, double-spaced, and each section should be a maximum of four pages. Videos are acceptable as supplementary material, provided that six copies of the video are submitted. All materials become property of NABE and will not be returned. **Six (6) complete copies** of the following materials with no more than 24 total pages (in each copy) must be submitted:

- **Nomination Information** - a cover letter signed by a NABE affiliate officer and the attached Data Sheet providing basic information about the candidate.
- **Biographical Sketch** - a 4-page (maximum) narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education.
- **Photograph** - a photograph of the candidate (preferably 5" x 7" glossy black and white) must be submitted for publication in program. In addition, a minimum of three photographs of the teacher's classroom should be submitted.
- **Philosophy of Education** - a 4-page (maximum) statement by the candidate reflecting his/her commitment to the profession including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
- **Professional Development** - a 4-page (maximum) description of the candidate's academic preparation and participation in professional organizations and service committees, commissions, task forces, workshops and conferences, etc.
- **Community Service** - a 4-page (maximum) description of the candidate's participation in organizations as well as personal efforts to improve education and social conditions of the community.
- **Recommendations** - One letter of recommendation from the teacher's immediate supervisor and a maximum of five (5) other letters of recommendation.

DEADLINE: **All nominations must be RECEIVED by November 1, 2000** at the address listed below. The winner will be notified by January 1, 2001. For additional information, contact:

Dr. Alicia Sosa
Director-Membership and Publications
National Association for Bilingual Education
1030 15th Street, N.W., Suite 470
Washington, DC 20005-1503

286

NABE 2001 DATA SHEET
BILINGUAL TEACHER OF THE YEAR/

Name: ______________________ NABE Membership ID #: ______________

Position/Title: ______________________

Years in Present Position: ______________ Grade Level(s): ______________

Languages Spoken: ______________________

Name of School: ______________________

School Address: ______________________

School Telephone Number: ______________ School Fax Number: ______________

Name of School Principal: ______________________

Home Address: ______________________

Home Telephone Number: ______________________

Previous Work Experience: ______________________

____

Summary of Academic Training/Preparation

Dates	Degree/Certificate Earned	Institution Name & Address

I hereby give my permission for any or all materials submitted by me for consideration for the Bilingual Teacher of the Year Award to be shared with persons involved in promoting this award:

______________________ **(Signature of Candidate)** **(Date)** ______________

287

NATIONWIDE WRITING CONTEST FOR BILINGUAL STUDENTS

"PROUD TO BE BILINGUAL" ESSAY CONTEST

The National Association for Bilingual Education (NABE) is proud to announce the 2001 Nationwide Writing Contest for Bilingual Students. Th[illegible] is the 20th anniversary of NABE's highly successful and popular student essay program. Again, this year, eligible [illegible]ngual students throughout the country have an opportunity to submit essays on the topic "Proud To Be Bilingual."

THE DEADLINE FOR SUBMISSION IS NOVEMBER 1, 2000

TOPIC: *"Proud To Be Bilingual"*

CATEGORIES:

- *Elementary: Grades 3-5*
- *Middle/Junior High: Grades 6-8*
- *High School: Grades 9-11*

PRIZES/AWARDS:

- *National First Place High School Winner: $5,000 educational scholarship payable to a college of their choice.*

- *National First Place Middle School Winner $1,000 certificate for purchase of a technology learning aid.*

- *National First Place Elementary School Winner: $1,000 certificate for purchase of a technology learning aid.*

- *National winners, one parent/guardian, and their bilingual teacher will receive a trip to the NABE 2001 Conference in Phoenix, Arizona, February 2001.*

ELIGIBILITY:

- *Participation is limited to students who learned or are learning English as a new language through an instructional program where content instruction is provided in both English and the student's native language.*

- *Students must have a "B" average in academic grades or better.*

- *Students must have a 90% school attendance rate or better.*

- *Previous winners are not eligible to participate.*

CRITERIA:

Each essay will be judged on (1) development of the theme, (2) originality, (3) content and clarity of expression, and (4) grammar and mechanics.

RULES: *Only entries that comply with the following rules will be considered:*

- ***Language:*** *All essays must be written in English; however, all selected winners must be prepared to present their essays in English and their native language at an awards ceremony during the NABE 2001 Conference.*
- ***Subject:*** *All essays must address the theme, "Proud To Be Bilingual," to be eligible.*
- ***Length:*** *The number of words MUST be recorded at the end of each essay. The length of the essay MUST be:*
  - *Grades 3-5: 150-200 words*
  - *Grades 6-8: 250-350 words*
  - *Grades 9-11: 350-500 words*
- *Application: An application form, containing the name of the contestant, his/her native language, home address with ZIP code, telephone number with area code, grade, name and address of school, name of bilingual teacher and school principal, and name of the school district must be stapled to the essay. Names should not appear on the essay. Essays become the property of NABE and will not be returned. NABE reserves the right to publish all essays.*

Please note: *Applications require a teacher's signature verifying that student meets eligibility criteria.*

- ***Format:*** *The essay must be handwritten IN INK or typed DOUBLE SPACE.*
- ***Submissions:*** *a maximum of three essays per grade category will be accepted from the same school. A cover letter on school stationary signed by the principal should accompany the submissions.*

JUDGING: *A panel of judges selected by the Houston Independent School District will determine the national winners in each grade category. Send essays to:*

NABE 2001 Nationwide Writing Contest
Houston Independent School District
Office of School Administration
3830 Richmond Avenue, Houston, TX 77027
(713) 892-6800

Enter Today!

NABE 2001 Nationwide Writing Contest for Bilingual Students

Application Form

1. **Attach a copy of this form to each essay.**
2. **Names should not appear on the essay.**
3. **A maximum of three essays per grade category will be accepted from the same school.**
4. **A cover letter on school stationery, signed by the principal, should accompany the submissions.**

Name of Contestant: ______________________________

Grade: ______________________________

Home Address: ______________________________

City: ____________________ State: ______________ Zip: __________

Home Phone: ______________________________

Name of School: ______________________________

Name of Bilingual Teacher: ______________________________

Name of Principal: ______________________________

School Address: ______________________________

City: ____________________ State: ______________ Zip: __________

School Phone: ____________________ School Fax Number: ______________

Name of School District: ______________________________

I certify that this student meets all eligibility criteria. ____________________ (Teacher Signature)

290

New Videos

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Asian/Pacific American Education Concerns

Column Editors: Dr. Ji-Mei Chang, San Jose State University, San Jose, CA and
Dr. Ward Shimizu, San Jose State University, San Jose, CA

Tutoring Asian/Pacific Island Students at the ILE Oasis

By Sue Oliver

There is a hidden oasis for improving writing at San Jose State University (SJSU). It is a fresh, bubbling learning oasis available to the entire SJSU student body. This oasis is a writing tutorial center called the Intensive Learning Experience (ILE Lab). Every student at SJSU is welcomed to drop in or make an appointment to receive a number of services offered at the ILE Lab. Once in the lab, SJSU students will find a friendly group of tutors willing to provide assistance with their assignments, and in particular, their writing assignments. However, since tutees find the ILE lab such a pleasant place, some of them have dropped in to visit and share the news of a good grade received in a class, or what they did over the weekend. Regardless of a student's reason for coming in, they have consistently found the ILE lab to be an oasis in the fast-paced world of college life.

Eleven excellent tutors who care about students and are very much interested in helping each student improve their speaking and writing skills staff the ILE Lab at SJSU. When students come into the ILE Lab with their writing projects, they seek individual attention with class writing assignments, speeches, and pronunciation practice. However, our primary function is to assist students with writing—whether it be a paper in English, an Engineering writing assignment, a research paper for Social Work, a History essay, or a Business report—the ILE tutors are ready and willing to provide each student with courteous and professional help.

The diversity among the students who come to the ILE lab is amazing. Over the years, I have worked with numerous students who speak English as their second or even third language. Although the ILE lab receives both native and non-native English speaking SJSU students who come from North America, Europe, Africa, South America, this paper will focus on issues facing Asian students. I have tutored numerous Asian students, such as Chinese, Korean, Taiwanese, Vietnamese, Japanese, and Malaysian students to name a few, who desire to reach for perfection, and they request the help of the ILE writing tutors. As a person unable to speak any Asian languages, I have had to learn techniques and strategies to help students become more proficient writers and speakers. I've learned important strategies for rhetorical and composing skills and put them into action while interacting with Asian and Pacific Island (API) students.

In this paper, I will present two areas for which API students commonly seek our services: speech preparation and writing. Next I will conclude by drawing some educational implications to assist Asian students with writing and speech preparation.

Preparing a Speech

The eleven ILE tutors assist students who are assigned to make an in-class speech. We practice with students so their speech flows smoothly and is informative, listening to the student and making sure that the speech is of the necessary duration, and, last but not least, seeing that the student is comfortable presenting the speech. When time permits, we also help the students practice the pronunciation of English words. Some students ask if we will help them say/pronounce correctly a certain word or list of words. Often the problem that surfaces is that when speaking, the student places the emphasis of a particular word on the wrong syllable making the word sound "foreign" to the listener. It is important for the English language learner to acquire the skills of listening and speaking, as well as reading and writing. Once in a while, a student will bring in a tape recorder and tape record his or her written work, which he/she uses later as a required speech for a class. They might ask us to record our voice as well to hear the correct pronunciation of the individual words in the speech. The student wants to be sure that their pronunciation is correct and easy to understand. This is a very effective learning strategy used by the tutors and gives the students more confidence immediately.

Assisting API Students with Writing

The ILE tutors' general approach includes the following steps: read the student's paper carefully, offer encouragement, ask the right questions to get the students actively involved, evaluate their paper, make specific suggestions for revision, and be good and active listeners when working with students. The ILE tutors look for purpose, persona, and audience when working with students. If the tone displays no need of immediate attention, the tutor moves on to check organization, then style (including diction and syntax), and finally mechanics (grammar and punctuation). I follow this same general approach, and combine it with a few personal touches. After being handed a student's paper, I place it between the two of us, so both of us can see the paper. Next, I read the student's paper aloud in a low voice so the student can hear what her/his paper sounds like. While I'm reading, I'll make note of any grammatical errors, problems in syntax, organization, transition, or coherence. Then, if there are numerous errors, we'll discuss the student's paper, paragraph by paragraph. If there are few errors, then we'll discuss the student's paper page by page. Sometimes I'll ask the student to read her/his paper out loud. When students are reading their own papers, they often find their own mistakes and say, "Oh, I didn't notice that before. That's not right." Then, they make the necessary corrections.

What are some of the types of writing errors we see at the ILE lab? The first common error that API students often have is the omission of the articles "a," "an," or "the," due to second language interference. Asian languages such as Chinese, Korean, Malaysian, Japanese, Vietnamese languages appear to have no articles similar to English, thus the problem in writing English. Another existing writing problem is the past tense. API students tend to use only the present tense in their writing. This causes the student extreme frustration and pain and embarrassment when they cannot pass timed writing tests. I address this problem by giving the student a practice timed-test, then reviewing and discussing grammatical errors, thesis information, and alerting the student to necessary, but missing transition words or phrases.

The ILE tutors, myself included, have recognized that many API students need help in learning how to get to the point and to use more concrete details and examples in their writing. API students seem to have some difficulties in writing to the point. API students' inexperience with the English language form of writing and the expectations of writing in English may facilitate these students' difficulties. Kaplan (1966) suggested that Americans who are native English speakers tend to have thought patterns that are mostly linear in development, leaving little or no room for digression. Furthermore, when communicating through writing, people who speak English as their first language tend to make the writer responsible for clearly conveying their ideas in a well-organized manner to the reader (Hinds, 1987). However, Hinds further noted that in some cultures the reader might be responsible for understanding the writer's intended meaning.

"In Teaching One-to-One: The Writing Conference, Harris notes that our ways of delivering information has been influenced by cultural habits and behavior patterns."

When we set out to help APA students improve their writing, we must recognize that cultural differences may influence the content and development of our writing (Harris, 1986). In *Teaching One-to-One: The Writing Conference*, Harris notes that our ways of delivering information has been influenced by cultural habits and behavior patterns. We should not criticize anyone, particularly a person from a non-English speaking background. Criticizing is not likely to help the student improve her/his writing.

Educational Implications

We need to be responsive to the needs of our students for whom English is their second language. Many of them may not have had sufficient cultural or language experiences in this country to improve their speaking and writing skills. There are many strategies that educators can use to assist students' English language development. At the university level, we offer tutorial services for those students who need help with public speaking and writing. Elementary, middle, and high school teachers' workloads are tremendously heavy. Understandably, teachers' time is limited, and they may not have the luxury of being able to work with students on a one-to-one basis. The information presented in this article was meant to show some of the needs of post-secondary API students.

Concluding Remarks

Many Asian/Pacific Island students, as well as first language speakers, are homesick and stressed out. Assignments are due, midterms and final exams, pressures on the home front, financial worries, relationship with significant other are shaky; child care problems, car repairs, parking hassles, etc.—if we see a need, we make time. I think the tutees appreciate this attention and feel at ease, and then the students (we tutors are also students) are more willing and able to concentrate on the task at hand, happier too. There are so many people who have no one to talk to, who are isolated by time con-

CONTINUED ON PAGE 28

ASIAN/PACIFIC AMERICANS

CONTINUED FROM PAGE 27

straints, too much time spent on the computer, or due to shyness or work hours, or an invisible prison we set ourselves in. Having a friend who will listen makes a huge difference in a person's outlook. A school essay or term project may not sound like the end of the world after being able to air a few problems, getting a smile, a wave, or joking around for a minute with a tutor.

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MESSAGE FROM THE PRESIDENT

CONTINUED FROM PAGE 11

always respond very positively to all these ideas.

Bilingualism is an Asset and an Intellectual Accomplishment

We talk about how being bilingual is an asset, an intellectual accomplishment, a tremendous national resource that will provide their children with a competitive edge in the business world. I tell parents that their children bear the gift of bilingualism. They have the potential to learn two or more languages just like many other children all over the world.

I tell them my own personal story and how being bilingual has opened numerous doors of opportunity—from being a university professor and author of instructional materials used in schools throughout the nation and in Latin America, to being an educational consultant and president of a national organization, being bilingual has been a treasured asset.

I tell parents that they must demand that schools prepare their children for the global America of the 21st Century. We talk about how knowing at least two languages is important to the academic success and marketability of their children in a global America. They leave understanding more thoroughly that as advances in communication and technology further shrink our globe, so grows the need for individuals who are competent in all academic areas and who are proficient in more than just English. This means that parents must demand that the schools prepare their children to function in a multinational America—in an economically interdependent and interconnected America—an America which is unavoidably being drawn more and more into the global framework. Thus, to educate their children globally means to widen the world so that their children can function in a world that is interdependent, interconnected and international. This includes linguistic, cultural, technological and psychological preparation.

Point Out Exemplary Programs and Schools

And finally, I provide some great examples where the bilingual ideal is gloriously demonstrated. We talk about how their children can and should have the same opportunities for similar rich experiences. In El Paso, for example, I point out Alicia Chacon International School and Hacienda Heights in the Ysleta District. Here children learn, not two, but three languages. At these two schools, educational excellence is defined as English acquisition, mastery of academic content and mastery of a second and third language for ALL children. All children attending those two schools learn English, Spanish and choose a third language. I point out schools in Canutillo, El Paso and Clint ISDs. And depending on what part of the country I am visiting, I point out other exemplary programs in Calexico, Boston, New York, Miami, Washington DC and cities throughout the nation.

Parents as Advocates of Bilingual Education

Once parents understand the benefits of bilingual education for their children, they become our greatest advocates and supporters. They encourage their children to develop their native language and to learn English. They also begin to ask questions of teachers and school administrators. They request that bilingual programs be enhanced. They demand that similar programs be implemented in their schools and districts. They present at conferences alongside other educators. Best of all—they talk to other parents! In short, they become our strongest advocates. And believe me, there are no better advocates particularly when they hear other parents say *I don't want my child in a bilingual class. I want my child to learn English!* I have witnessed it!

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A Two-Way Language Enrichment Program:

Bilingualism At Its Best!

By Erica Guerra-Canales

Some people might ask you, "What is a Two-Way Language Enrichment Program?" How would you respond? According to Kathryn J. Lindholm, a researcher at San Jose State University, a Two-Way Language Enrichment Program combines the best of bilingual education for language minority students and immersion education for language majority students.

A Definition of Two-Way Programs

Lindholm states that there are four critical features that enable a two-way enrichment program to be a success. A two-way language enrichment program must involve some form of dual language instruction where the non-English language is used for a portion of the student's instructional time. It must provide periods of instruction during which only one of the languages is used and provide a balance of English speakers with target language speakers. Moreover, the program must integrate the students for content instruction.

> *"Spanish has been a language frowned upon by educators."*

This article presents reflections of an experienced bilingual teacher who recently was selected to be part of a newly funded Title VII grant to implement a two-way bilingual program. The various sections describe the locale and student characteristics, the training received, and a first-hand account on how specific strategies used in the program have benefited students. The article concludes with reflections on children's competencies and capacities for learning multiple languages.

Background of Students

My students live in the communities surrounding Roma, Texas, a south Texas border town with many impoverished inhabitants, located near the Río Grande River. When clarifying the locale of this historical and unique city to people who have never heard of it, I consciously state that we are located between McAllen and Laredo, Texas, and close to Falcon Dam.

The population is ninety-nine percent Hispanic. Because of the lack of industries, approximately seventy percent of our population works in agriculture—as migrant workers. The dominant language is Spanish, thus embedding in our students' hearts and minds a love for our rich and historic culture.

Past experiences come to mind as I reflect that—for many in our school systems—Spanish has been a language frowned at by educators. In the past, many Spanish-speaking students had to learn the English language through personal hardship, yet not understanding the concepts being taught. As I remember my elementary school years, some teachers reprimanded or frowned at students for speaking Spanish anywhere—from the classroom to the playground. We were led to believe that Spanish was not a language needed in the present or for the future. Another misconception learned along the way was that bilingual students learn at a slower pace than their English-speaking counterparts. Now that I am a teacher, I can see first-hand that this belief is far from the truth.

Hesitations, Questions and Training

When I was first asked to teach in the Two-Way Language Enrichment Program, I was a bit hesitant and apprehensive. What—you might ask—helped persuade me and increase my confidence and competence? Instrumental for me were the workshops, in-service sessions, school visits to schools implementing the program, and studying Virginia Collier's Model on the Two-Way Program. Staff development was provided, and continues, through funding from a Title VII grant. We have had numerous workshops and in-service sessions so that we could implement the program effectively and efficiently. Specifically, the staff received training in Two-Way Bilingual Education, Thematic Unit Instruction, Learning Resource Centers, Guided Language Acquisition Design, Reading and Writing for the Second Language Learner, Teaching Science and Social Studies in Spanish, Cooperative Learning, Full Proof Writing Method, Gifted and Talented Education, and ESL Strategies.

Seeing the differences in student achievement proved

CONTINUED ON PAGE 32

News and Notes From NABE's SIG

Taking a Critical Look at Language Policy in Your School: What Can You Do?

By Teresa Austin, Ph.D.

It has always been said that bilingual education involves more than learning languages, that it is more about respecting the wealth of knowledge and skills that students bring and about developing these further through appropriate instruction. Yet language is the conveyer and constructor of ideas, and it is through language that students are primarily being prepared throughout their school career. Language and education are inextricably bound together because language is at the heart of the educational process (Thorton, 1986 p. 76). So it makes sense that policies regarding the use of language in school are very significant in shaping the knowledge, identities, and future aspirations of bilingual learners.

~

"How might teachers, school personnel, and administrators take that wealth and capitalize on it to bring even further riches without devaluing what the children have learned so far?"

~

With this recognition of the importance of language, comes the educator's sense of responsibility that *good* language needs to be practiced and learned by all students. How does the choice of language variety affect bilingual learners at your school? Even in schools where dual language immersion or maintenance programs exist, one must question which varieties of those languages are used? Slavit-Ernst (1997) reports how well intentioned educators, who share the same language but not the children's home varieties, devalue the latter by the way they provide students with instruction and learning opportunities in the *standard* language variety. Martin-Jones & Saxena (1995) also demonstrate how dominant language policies constrain the manner in which bilingual teaching assistants relate to students and the curriculum, effectively containing bilingualism instead of expanding its recognition and use.

While linguists agree that no variety is inherently superior to any other variety of language, few would disagree that the cultural value and status accorded the *standard* variety is clearly higher than others. This means that children being raised in communities where the non-standard forms are the primary varieties used come to school with these as their inheritance or wealth. Yet, as one educator said to me, "Their parents don't speak the language properly, so where else but here can the children learn it? We are the ones trained and responsible to teach them *better*."

This introduces the delicate, yet crucial, question of: How might teachers, school administrators, and personel take that wealth and capitalize on it to bring even further riches without devaluing what the children have learned so far? In many U.S. communities where bilingualism is limited to subordinated less prestigious populations, early elementary aged children rapidly sense that speaking another language is stigmatizing. They learn to respond in the dominant language, a variety spoken by their peers, despite parental use of the home variety. Adolescents who seek membership and acceptance into a peer group also readily switch to the variety of their influential peers, who may adopt a variety in direct opposition to the standard one that teachers are so passionate about teaching. Still there are others who feel comfortable switching into and out of varieties as they recognize which are more valued in certain circumstances and they are confident users of several varieties. These specific cases indicate the degree to which attitudes and social allegiances, as well as preparation to deal with conflicting attitudes, affect how learners respond to language differences.

Given these three cases, what policies and practices would help develop the learners' abilities? Wolfram, Adger, & Christian (1999) argue that educators need more than sensitivity to make decisions. They argue that a clear understanding of the differences between home varieties and the school varieties are needed. This means knowing how the language varieties are similar and different in structure, practices, and values. Critical language awareness and development, as advocated by Corson

SIG NEWS AND NOTES

CONTINUED FROM PAGE 29

(1999) would include having students recognize and examine language varieties in their own communities, learning the histories of each, and understanding the values in judging appropriateness in language use. A critical view of language would begin from their lived experiences and would have academic rigor in promoting multicultural, multilingual, non-racist and non sexist programs of study. This type of curriculum would embrace all children in preparing them to transform themselves and their communities by becoming actively involved in recognizing the powerful role of language to change injustices and inequities. "Every school, even every classroom, is a new setting for working out fair arrangements." (Corson, 1999: 212).

Some could argue that students need to learn what is correct and incorrect. This would mean clearly indicating that their varieties are incorrect and will not be valued by the schools (Stotsky, 1999). Such a position would tend to see differences as *defects* and that by extension these varieties are used to characterize poor thinking, lack of logic and slovenly character (Thorton, 1986). Others might argue that it is an understanding of the context that helps learners understand what is correct for that context and that there is no universal correctness that functions at all times regardless of context or historical moment.

Moreover, differences in varieties are not viewed as obstacles but objects of inquiry and study. This second position validates the voice of the student and attempts to extend this voice to reach a range of harmonies beyond those that the student has come equipped to reach. Delpit (1992) and Perry & Delpit (1998) argue for the teaching of standard varieties in a critical way that, at the same time, respects the variety that students bring with them to the classroom and also helps them gain access to the symbolic power in mastering standard discourses.

Administrators, teachers and parents have roles to play in examining the issues in language policies that confront the schools. How have these policies at your school helped students value both their families' language practices and their new discourses at school? Which students have not made the positive connection to both communities of language practices? How can we build in support and recognition for these family varieties and encourage students to keep these ties while reaching to build connections to broader communities? Send us a description of what your school, district, or state is doing to answer these questions. We'll print your struggles and successes.

The Language Policy SIG welcomes articles related to classroom practices, school district , state, national, and international policy and planning issues regarding use of multiple languages in education. Contact: Theresa Austin, SIG Chair, University of Massachusetts, Amherst, School of Education, Amherst, MA 01103 or at Taustin@educ.umass.edu.

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A TWO-WAY LANGUAGE

CONTINUED FROM PAGE 29

to be the most compelling evidence that convinced me of the program's merit. We attended multiple in-service sessions on the research conducted by Virginia Collier and Wayne P. Thomas and the implications for practice. Children in two-way language enrichment programs outperformed the children in other types of language response programs (see the article by Collier and Thomas published in NABE News, Volume Number 19, Issue 6). Their research compared long term achievement across the following program models: 1) two-way developmental bilingual education; 2) one-way developmental BE, including ESL taught through academic content; 3) transitional BE, including ESL taught through academic content; 4) transitional BE, including ESL, both taught traditionally; 5) ESL taught through content using current approaches; and 6) ESL pullout, taught traditionally.

Implementing Two-Way and Learning About The Success Behind It

Currently, I teach second grade in a Two-Way Language Enrichment Program. Although all of my students are Hispanic, I have a heterogeneous classroom in which I pair English-dominant students with Spanish-dominant students. *Bilingual Pairs* is one of the strategies that we use to help the students with their self-esteem and improve their language development. When the children are engaged in their second language—whichever that may be—their partner will help and guide them to complete the assigned objective successfully. As a result, the children providing the language assistance feel special and appreciate the importance and value of the two languages.

Other *language development strategies* that I implement in my classroom include: webbings, living walls, KWL Charts, word walls, and literacy charts. These strategies are used to help the children with their language development. Another way I encourage language development is by providing the children with *a print-rich environment*. I accomplish this by placing the living walls, literacy charts, graphs, and webs everywhere there is space for them, such as classroom walls, school halls, and hanging them from the ceiling so they rest at students' eye level. These cognitive and visual aides to print are placed to give the students a better opportunity to grasp the thematic lessons in both languages.

Six *thematic units* are taught throughout the school year. These six thematic units are scheduled into the school year by six-weeks periods. The thematic units integrate all subjects. The units are: *Community, Animals, Our World, Environment, Plants,* and *Culture*. We relate the importance of these thematic units to our students' lives by making the lessons relevant to them. The use of thematic, relevant lessons in the content areas makes it easier and enjoyable to acquire the two languages.

Parental Support

Our program provides students' parents with the opportunity to learn English. The school purchased different programs and software to help the parents learn how to speak and communicate in English. Parents have the opportunity to attend workshops that will enable them to instill better study habits in their children.

Participating Since Kindergarten

Students in my classroom have been in the Two-Way Language Enrichment Program since kindergarten. I mention this fact because all the children have been exposed to the two languages—in English for at least three years now. Children in our school practice both languages equally. In second grade, students spend half of their day in Spanish instruction and the other half in English instruction. They also focus on the *language of the week*, where all announcements, center activities, daily news, and communication in the halls are implemented and encouraged by all professionals, paraprofessionals, and the students themselves. The students know that both of their languages are sacred and important. Even at this young age, they learn to appreciate the value and importance of both languages.

By no means, do these children feel degraded because of their lack of verbal skills in the second language being learned. They believe that they can learn and do anything that they set their mind to accomplish in either language. By the time they reach second grade, students in the two-way program are well on their way to being highly proficient in two languages. At this point it is evident that some of my second language learners, Spanish or English as a second language, are surpassing the achievement of even their English as a first language counterparts.

Most of the parents in our community speak Spanish and have a limited proficiency in English. We, therefore, have a great responsibility to serve as language models for their children, so they can learn English correctly and efficiently. Our fellow educators can draw hope from this quote from Dr. Curtiss' book, *Language Learning and the Developing Brain,* which addresses children's vast capacity to learn languages—given the exposure and opportunity to learn.

...The power to learn language is so great in the younger child that it doesn't seem to matter how many languages you seem to throw their way... They can learn as many spoken languages as you can allow them to hear systematically and regularly at the same time. Children just have this capacity. Their brain is just ripe to do this...there doesn't seem to be any detriment to...developing several languages at the same time.

"As a result, the children providing the language assistance feel special and appreciate the importance and value of the two lauguages."

A Teacher Reflects

I strongly believe the Two-Way Language Enrichment Program is the best model for the improvement and advancement of bilingual students. I am beginning to see the results firsthand. With this in mind, I can say that the children are transitioning earlier and at a faster rate than the regular (transitional) bilingual classrooms that have only forty-five minutes to one hour of ESL instruction. During my teaching career, I have taught bilingual children in different settings and different grade levels. The children that I now teach are outperforming some of those children that I have had in different programs in past years. Children in the language enrichment program are outperforming them in writing, reading, and speaking a second language.

We, as teachers, are in bilingual classrooms to help students succeed with the educational skills that we help develop. It is our responsibility to make sure that we reach every child in the language they understand and teach them in a way that they EXPERIENCE SUCCESS and LEARN TO BE SUCCESSFUL. Two-way programs set up the conditions needed for this to occur. Not only will the students be affected and change—so will you!

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DENVER PUBLIC SCHOOLS

The Denver Public Schools is seeking a principal for a new dual language/Montessori school scheduled to open fall of 2001. The position is available immediately so that the successful candidate may have a year to plan with community and district staff. Applicants should: have demonstrated success in working with Mexican-Chicano communities; be biliterate (Spanish-English) and bicultural; have demonstrated success in developing collaborative relationships with parents and community members that involve the sharing of major decision-making at all levels; embrace the community and have a genuine desire to collaborate and share ideas, concerns, responsibility with parents and community members; demonstrate philosophy of and commitment to community empowerment; have administrative experience with dual language and/or Montessori programs; have a strong knowledge of the dual language and/or Montessori method and be able to communicate the philosophy of dual language and/or Montessori programs; and be committed to being trained in dual language or Montessori programs, depending on the candidate's need.

Applications will be accepted until the position is filled. The application review process will begin July 24, 2000, and continue until the successful candidate is selected.

Additional information is available at http://www.denver.12.co.us/ or contact:

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Resources For Bilingual Educators

Articles

The Benefits of a Racially Diverse Student Body. An NEA article titled, "The Benefits of a Racially Diverse Student Body in Elementary/Secondary Education," reviews and summarizes 30 research projects that examined the question of whether a racially diverse student body at the K-12 level produces demonstrable educational benefits for students. According to the authors, there is a substantial body of empirical evidence that a racially diverse student body promotes racial tolerance, improves academic performance, breaks down barriers among individuals of different races, and contributes to the robust exchange of ideas. To read more visit the National Education Association's Web site, http://www.nea.org/.

Books

Diccionario de Tareas para los Padres. This is a Spanish edition of *The Parent's Homework Dictionary*, written by Dan J. McLaughlin. The dictionary was developed to help parents assist their children with their homework. It lists English vocabulary words they might encounter and provides a definition and several examples in Spanish. Parents can acquire background knowledge or refresh their concepts to better help their children with homework The book is subdivided by subject matter: English, Mathematics, Science, and Social Studies. To order ISBN 1 892565 13 7, write to: Homework Dictionary, P.O. Box 911, Poway, CA 92074 or call (619) 214-4861. A CD Rom edition, *Homework Dictionary is also available.*

Multicultural Voices in Contemporary Literature. This text is a resource for teachers and contains biographical information for 39 multicultural authors and illustrators. It includes reviews and activities for more than 120 new books, a resource list for educators and five appendices. O-325-00130-8/1999/Paper/$26.00. *Latina and Latino Voices in Literature For Children and Teenagers* is also available. 0-435-07202-1 / 1997 / Paper / $28.00, plus $4.00 shipping and handling fee. To order call Heinemann toll-free (800) 793-2154.

The Differentiated Classroom: Responding to the Needs of All Learners. Author Carol Ann Tomlinson explains common sense, classroom-proven approaches that work for differentiating instruction in any grade level. The book describes eight principles that guide a differentiated classroom and fifteen instructional strategies that make it easier for teachers to provide multiple learning paths for students. Available from ASCD (Stock # 199040H47, $21.95 for non-members, plus $5.00 shipping charges. To order call toll-free: 800-933- ASCD (2723).

The SSR Handbook: How to Organize and Manage a Sustained Silent reading Program (Boyton/Cook; ISBN: 0-86709-462-1; $15.00; paperback original). Author Janice Pilgreen used her hard-won experience in implementing a sustained silent reading program. She provides an overview of the underlying research and reviews eight essential factors that ensure a program's success. Pilgreen explicitly identifies these factors and explains in detail how to incorporate them into your own program. The book also features resources, including support organizations, book clubs, classroom magazine subscription titles/addresses, favorite young adult series books within various genres, comic book titles, lower level reading books for adolescents, and publishing company name, addresses, and phone numbers. There are reproducible student and parent inventories, reading records, and other forms to assist the reader with the process. To order call Heinemann at (603) 431-7894 or visit their Web site at www.heinemann.com.

ERIC Digests

Cultural Resources for Mexican American Education. This ERIC Digest summarizes the contents of several resources that can help educators incorporate Mexican American culture and history into the curriculum. The listing cites Web resources, that have extensive information and/or where educators can access full text documents. This free digest can be ordered from: AEL, P.O. Box, 1348, Charleston, WV 25325-1348 or through their Web page http://www.ael.org.

Teaching American Indian and Alaska Native Languages in the Schools: What has Been Learned. Language preservation and maintenance in Native American communities is a major social and education concern. In this new ERIC Digest, authors Peacock and Day consider issues, possible solutions, and successful efforts in dealing with language loss, maintenance and restoration of languages in American Indian and Alaska Native communities and schools. This free digest can be ordered from: AEL, P.O. Box, 1348, Charleston, WV 25325-1348 or through their Web page http://www.ael.org.

CONTINUED ON PAGE 36

RESOURSCES

CONTINUED FROM PAGE 35

Reports

To Touch the Future: Transforming the Way Teachers are Taught. This brief report, published by the American Council on Education, outlines an action agenda for college and university presidents. In 1998, the American Council on education, in collaboration with the American Association of Colleges for Teacher Education, appointed a Task Force on Teacher Education, composed mostly of college and university presidents and school leaders. From its study of the topic, the task force delineated ten findings about the way teachers are prepared. The agenda includes ten steps presidents of colleges and universities can take to improve the way teachers are taught. Copies of the publication can be ordered for $15.00 (pre-paid by money order or check) from the American Council on Education, ACE Fulfillment Service, Department 191, Washington, DC 20055-0191.

Defending Public Education. This resource guide is intended as a tool for public school advocates that want to challenge conservative reforms. It contains a critique of conservative positions on five key issues—vouchers, charter schools, public school privatization, bilingual education, and parental rights—and a progressive response. The 164 guide provides advice, directories of national organizations that support and oppose public education, reading lists, article reprints and more. For more information write: Political Research Associates, 120 Beacon Street, Suite 202, Somerville, MA 02143-4304, visit their Web site www.publiceye.org/pra/ , or call (617) 661-9313.

A Historical Perspective on Title VII Bilingual Education Projects in Hawaii: A Compendium of Promising Practices. This brief report outlines Hawaii's Efforts in Bilingual Education and lists lessons learned. It ends with goals for the future. Pacific Resources published it for Education and Learning (PREL) in April of 2000.

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A full-time, nine-month, tenure tract position teaching TESOL Methodology & Bilingual Education at undergraduate and graduate level. Start date of 1/2/01 preferred. Candidates will be expected to teach 24 semester hours per year, instruction in such content areas as TESOL Methods, Second Language Acquisition, Advanced English Grammar, etc. Two years K-12 classroom teaching highly preferred. Ph.D. in TESOL, Applied Linguistics, Bilingual Education or related field. Send letter of application, CV and three letters of recommendation to:

Dr. Michael Reed
Director, Master of Arts in TESOL/Bilingual Education
The University of Findlay
1000 N. Main St., Findlay, OH 45840

THEORY INTO PRACTICE

CONTINUED FROM PAGE 15

In summary, for standardized test scores to inform reading instruction policy we need to have: 1) limited English proficient children's scores disaggregated from English proficient children's and 2) better measures of how well limited English proficient children are doing in academic English. Policy made on poor data begets poor policy.

References:

Berliner, D.C. and Biddle, B.J. (1995) *The Manufactured Crisis*. Reading, MA: Addison-Wesley.

Collier, V. P. (1989). How long? A synthesis of research on academic achievement in a second language. *TESOL Quarterly* 23 (3): 509-531.

Huff, D. (1954). *How to Lie with Statistics*. New York: W.W. Norton.

McQuillan, J. (1998). *The Literacy Crisis: False claims, real solutions*. Portsmouth, NH: Heinemann.

Taylor, D. (1998). *Beginning to Read and the Spin Doctors of Science*. Urbana, IL: National Council of Teachers of English.

Margaret Moustafa is an experienced classroom teacher and a Professor of Education at California State University Los Angeles. Her many publications include Beyond Traditional Phonics: Research discoveries and reading instruction *(Heinemann, 1997) and* Whole-to-Parts Phonics Instruction: Building on what children know to help them know more *(The Reading Teacher, 1999).*

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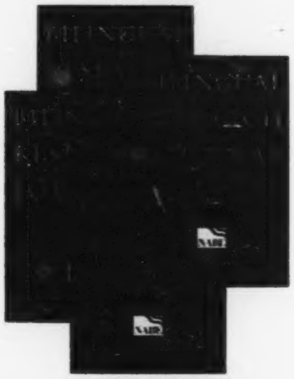

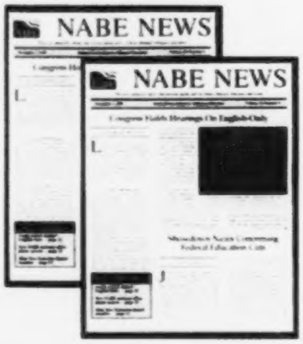

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Competition rules can be found in this issue for the following:

- *Teacher of the Year (page 20-21)*
- *Student Writing Contest (page 22-24)*

For further inquiries, write the contact persons listed.

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